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The Township and City Institute in Indiana

1922-1923

MANUAL
OF
INSTITUTE DISCUSSION TOPICS
AND EXTENSION COURSES
FOR CREDIT

Educational Bulletin No. 58
Teacher Training Series No. 7

Issued by
BENJ. J. BURRIS
State Superintendent of Public Instruction

INDIANAPOLIS:
WM. B. BURFORD, CONTRACTOR FOR STATE PRINTING AND BINDING
1922

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INTRODUCTION

The inclusion in the institute program of college and normal school extension courses, for which credit is granted by these institutions, ought to prove very attractive to Indiana teachers. The opportunity to combine the professional study of educational problems with courses for credit under competent instructors, is without precedent in a state-wide institute program. The privilege of counting such credit toward diplomas, degrees, and the higher teachers' certificates, lends interest and attractiveness to the plan.

In conformity with the plan outlined by the committee of twenty, the State Teachers' Training Board has prepared this Manual of suggestive programs for teachers' institutes for the coming year. It has not done so with the idea of laying down hard and fast lines of work for these meetings, but rather with the view of presenting something definite—something stimulating and helpful to the teachers—something useful as a guide in these meetings. Unless something better is substituted by the city or county superintendent in developing plans for the institute work, it is assumed that these programs will be carried out in detail.

Following the division of the institute into two groups—one for the study of educational problems and one for extension study courses—this Manual falls into two main divisions. The first division is given over principally to topics of interest to sectional groups. It is assumed that where joint township or township and city institutes are held, this division will be further divided into sections as suggested. Where joint institutes are not held, the program committee will assign subjects from those presented, of interest to the entire institute. A few topics for general meetings are included for use in either case.

The second main division is based wholly on the seven books adopted by the Teachers' Reading Circle Board. A list of these books and their publishers is appended on the last page of this Manual. These books will be found well adapted for institute work, either of the general discussion or of the extension study type. The suggestive syllabi of the seven courses will no doubt prove useful as guides either in discussion or in extension study. In the latter case, instructors will very probably wish to supplement these outlines with their own, and will assign supplementary books to be read.

The Training Board wishes to emphasize the point that city teachers will profit quite as much from these meetings as town and township teachers, and to remind the officials of the school cities that the law authorizes them to hold monthly institutes under the same conditions as township institutes are held.

The Board reiterates the statement hitherto made by the State Department of Public Instruction, to-wit: "The manner in which the institutes are held is a good index of the worth of presiding officers as leaders, and of the interest, skill, and effectiveness of the trustees and superintendents as school officials."

The Board wishes to acknowledge its indebtedness to many persons for aid in preparing this Manual—to the authors and publishers of the seven adopted books; to the primary grade instructors of the State Normal School; to the professors of rural education and the county superintendents; to the members of Dean Smith's class in school administration at Indiana University; and to these departmental teachers in the Indianapolis schools: Vivian Sowers, Edith Hall, Cecelia Galvin, Bertha Hoss.

BENJAMIN J. BURRIS,
State Superintendent of Public Instruction.

August 1, 1922.

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I

INSTITUTE DISCUSSION TOPICS

FOR SECTIONAL OR GENERAL MEETINGS

A SUGGESTIVE SCHEDULE

Morning Session

9:00—Opening exercises
Devotional
Inspirational Address

Division I

9:30—Extension study classes grouped into sections of 20 to 45 teachers and directed by normal school or college instructors, according to the books selected.

Division II

9:30—Institute discussion group divided further into sections:
High school and junior high school.
Intermediate and grammar grades.
Primary.
Rural school.

11:30—Assembly for announcements, instruction, and discussion of plans by superintendent.

12:00—Noon Intermission.

Afternoon Session

1:00—Assembly for Community Singing or Inspirational Address.

Division I

1:30—Institute discussion sections, as Division II above.

Division II

1:30—Extension study classes, as Division I above.

3:30—Miscellaneous.

4:00—Adjournment.

If two semester hours' credit is to be obtained by the Extension Study Division, the institute should convene at 8:30 a. m., and continue until 4:00 p. m., with an hour's intermission at noon.

FIRST INSTITUTE

"Education is not learning; it is the exercise and development of the powers of the mind; and the two great methods by which this end may be accomplished are in the halls of learning, or in the conflicts of life."—Princeton Review.

RURAL SCHOOL SECTION

Classification of Rural Schools

1. Who are made responsible for the classification of elementary schools?
2. What are the requirements for a first class school? Second class? Third class?
3. What can be done to meet these requirements? By the trustee or school board? By the teacher? By the patrons?
4. Enumerate the advantages to be obtained for the pupils by meeting these requirements.
5. How will a low classification of the school affect the interest of the patrons?
6. Designate the items in the Score Card which provide for the health and comfort of pupils and teachers.
7. Designate the items which provide for better teaching.
8. Make a list of the items you do not fully understand.
9. In what respects will the use of the Score Card tend to encourage equal educational opportunity for all boys and girls in Indiana?
10. What results for the state school system may be expected from the classification of the elementary schools?

It is suggested that a portion of the meeting be used in a demonstration of the use of the Score Card, by scoring a one-room school in the township. For the Official Score Card, see Appendix, p. 105.

For Interpretation and Explanation of Terms, see last page of Revised Score Card.

PRIMARY GRADE SECTION

Handwork for Primary Grades

(A Demonstration Lesson)

"In the making of mud pies and doll dresses; sandpile forms and miniature roads; tiny domes and walls; wheels; whittled out boats and sleds; and dog houses—the child receives an accumulation of facts, a skill of hands, a trueness of eye, a power of attention and quickness of perception which he would in no other way acquire."—Yoder.

With these truths in mind, a lesson should be correlated with one or more forms of handwork noted below, and demonstrated before the institute with a group of children of the primary grades.

1. Paper Cutting. Give the children paper on which various length lines are drawn or traced. Through competitive spirit, or desire for perfect results, see which child will follow the lines for speed, accuracy and trueness.
   Freehand Cutting. Give simple exercises and very definite instructions: e.g., cut out big round apples for the apple tree; cut baby's ball; his rattle; make mother's rolling-pin; daddy's hammer; brother's drum; sister's apron.
3. Paper Tearing. (a) What does mother need for her table? Let us tear it. (b) Let us tear the big animals we see in the circus. (c) Let us tear the elephant. Let a little girl feed him peanuts. (d) Tear a tulip. (e) Tear the purple iris. Let the twin petals kiss each other good-morning.
4. Tracing. Simple heavy pattern ready for use. (a) Trace apples, pears, oranges; cut them out, color them; bring your very best one to sell at the market. (b) Trace the animals which give us food; color them; cut them out; use pegs to make them walk; bring your very best ones to the "stock show."
4. Composition or Poster Work. Prepare posters to illustrate, "The Three Bears," "David the Shepherd Boy," etc.
5. Modelling. (a) Prepare the clay and have the children model the animals and fruits named above. Put them out to dry and then paint to match nature's colors. (b) Model pottery for mother's Christmas.
   Construction. (a) Let boys make house and furniture; girls make paper furniture and household necessities. (b) Make envelopes, booklets, dolls, costumes, toys, animals, toy dishes, toy furniture, and transportation models.

After a twenty to thirty minute demonstration lesson, let the section engage in general discussion of the lesson.

INTERMEDIATE AND GRAMMAR GRADE SECTION

A Project in Silent Reading (Seventh and Eighth Years)

1. An actual Schoolroom situation.
   (1) A majority of the pupils did not have the reading habit.
   (2) Most of the pupils who did read chose fiction that gave false ideas of life. (This

information was secured by asking pupils to make a list of the books they had read and state briefly their opinion of each one.)

(3) School library inadequate to meet the needs of pupils.

(4) Home libraries meager.

(5) Sets of books could be obtained from the public library.

2. Problems that confronted the teacher.

(1) How could pupils be encouraged to read intelligently and with discrimination a variety of material—informational, inspirational, instructional?

(2) How could effective habits of reading a variety of material be established?

(3) What could be done to secure a permanent interest and appreciation of the finest in literature?

3. Teacher suggested to the pupils the idea of organizing a book-club to meet weekly during one of the reading periods. They were asked to suggest ways of making these meetings effective.

4. Pupils planned and executed their plans.

(1) Ways and means of getting material to read.

(2) (a) Books were brought from home to school and the teacher asked to select those that would best suit the purpose. Pupils loaned them as part of a circulating library.

(b) A set of books suggested by the teacher was secured from the public library.

(c) A Literary Digest Club was formed so that this magazine was made accessible to a majority of the eighth year class.

(d) Copies of Popular Mechanics, Popular Science, Scientific Monthly, The American, Illustrated World, Colliers Weekly, and St. Nicholas Magazine were brought from home, by the pupils.

(e) Editorial sheets, clippings dealing with current events, and market quotations from newspapers, were posted on bulletin board.

(f) Free pamphlets were secured from the state capitol and from Washington, D. C.

(g) Pupils gave a candy sale. Proceeds were used to purchase books and to subscribe for magazines.

(h) A contest to encourage familiarity with many of the best books in fiction was held. Each week for several weeks paragraphs taken from worthwhile books were posted on bulletin

board. Pupils were asked to name the book from which the paragraph appeared.

(3) Pupils discussed and decided upon appropriate name for the club, elected a president, vice-president, secretary and critic. Order of business was as follows:

(a) Brief account of reports given by pupils was to be read by the secretary at each meeting.

(b) To make it possible for a number of book reports to be brought in each day the following were suggested as means of securing interest in books and getting others to read them:

(A) An interesting incident was told.

(B) A character was described.

(C) An interesting bit of information was told.

(D) A pupil would tell part of an exciting portion of book leaving off at a point that would excite the curiosity of the listeners, so that they would read the book themselves.

(E) Four minutes of each period for members to suggest timely topics that should be read in newspapers and current periodicals.

5. The various activities of the day suggested to the teacher assignment of definite tasks that necessitated a wide range of purposeful silent reading.

6. Some of these tasks performed by the pupils, were as follows:

(a) They gave the teacher a card record of each book read, stating briefly their opinion of the subject matter.

(b) Pupils made wireless sets, radios, birdhouses, etc., from instructions given in books.

(c) Pupils performed experiments in the general science classes after learning how, through books of instruction.

(d) Pupils prepared stories from the classics to tell during the opening exercise period.

(e) Stories of the operas and events in the lives of musical artists that influenced the composition of the classics, were told by the pupils in the music period.

(f) Pupils secured from the state capitol and from Washington bulletins which furnished them with material for making reports in hygiene, civics and history.

(g) Pupils outlined poems, prose selections, and magazine articles.

(h) Pupils prepared debates on various subjects.
(i) Pupils made four-minute speeches on such subjects as—
Why Protect the Birds?
Safety First
Causes of Fires
Forest Conservation
Why Observe Fire Prevention Day?

7. Some immediate results were—
(1) Magazines and books in school library were in constant use.
(2) Care records showed a wide range of reading, and gave evidence of an appreciation of some of the best books.
(3) Librarian reported an increased demand for worth-while books.

General Discussion.

The foregoing project should be discussed along the following lines:

1. Was it based on an unusual situation?
2. Did the teacher show a clear grasp of her problem?
3. How did the pupils contribute to the project?
4. Was the project intrinsically interesting?
5. How was the silent reading made to contribute to other subjects?
6. Were the results of value?

Let the section adapt this or a similar project in silent reading, and report results achieved at the next monthly meeting.

HIGH SCHOOL AND JUNIOR HIGH SCHOOL SECTION

The Curriculum of the Small High School—Proposed Reorganization

1. Study Indiana as a state with the small high school prevailing.
(1) The town and township high school is the type most commonly found in Indiana. 3/4 of the high schools have less than 100 pupils; 3/5 of the high schools have less than 75 pupils.

2. Prevailing problems of small high schools.
(1) Since in practice Indiana stands committed to the small high school, problems of this type should be of special interest.
(a) Keeping up efficiency.
(b) Keeping down per capita costs.
The small high school usually offers too little to its pupils or, in an attempt to offer all that may be given in the larger school, has an excessive quota of teachers at an unnecessary expense.

(2) The common defects found. Discuss the following and others:
   (a) Curricula too limited.
   (b) Unnecessary expense.
   (c) Excessive teacher loads.
   (d) Poorly-arranged and ill-balanced curricula.
   (e) Faulty distribution of teacher assignments.
   (f) Unnecessary and undesirable subject requirements.

Study plans for solution of above problems:

(1) Can a curriculum with several alternating subjects be devised which will be a remedy?
   (a) What pairs of alternating subjects can be used?
   (b) What subjects should be required of all?
   (c) What subjects should be required for the academic group? Why?
   (d) What subjects should be required for the non-academic group? Why?
   (e) Shall we group such two-year academic subjects as mathematics and Latin at the beginning or at the end of the course, i. e., in the first two or last two years?

(2) In this connection study carefully the Inglis three-teacher plan for the small high school. Notice that it offers—
   (a) 24 units of work—16 required for graduation, and also algebra, geometry and Latin for the academic group and an equal amount of practical arts work for the non-academic group.
   (b) Only 3 teachers required.
   (c) Only 30 teaching periods per week per teacher.
   (d) Only 3 general lines of work per teacher.

(3) Show how the Inglis plan solves or fails to solve each of the six defects under 3 (2) above.

4. Special problems connected with the proposed re-organization and objections to it.

(1) Difficulty of adjustment of alternating courses for irregular pupils and for those changing schools unless uniform adoption is made.

(2) Adjustment of teacher assignment to fit the standardized plan as offered.

(3) Effect of failures in alternated subjects.
   For example, a second year pupil failing in first year Latin could not get this work again until his senior year and so could not get two years of Latin.

5. Other problems should be discussed; these are merely meant to be suggestive.

Study especially recommendations of the State Survey Staff as given in Bulletin No. 56, 1922, State Department of Public Instruction. Obtain this from your city or county superintendent.

Chapter XI of Snedden, "Problems of Secondary education" (Houghton), is also recommended.

GENERAL TOPICS

The Teachers' Retirement Law

1. What are the purposes of this law? Can you justify the expenditure of public money for these purposes?
2. What are the obligations assumed by the State of Indiana.
3. State specifically the duties of township trustees and school boards under this law.
4. State the method of appointment, duties and responsibilities of the Retirement Board.
5. How may teachers become members? State the arguments in favor of a compulsory state-wide pension system.
6. Why are teachers with prior service charged with arrearages? State the three ways arrearages may be settled.
7. How are annual payments collected? Why do they differ in amounts according to age of beginning service?
8. How much credit may be allowed for service in other states? Can you justify such allowance?
9. Under what conditions may a teacher receive credit for leave of absence from the service?
10. Under what circumstances may a teacher withdraw from the Fund?
11. Under what conditions may disability benefits be allowed? Who pays the disability benefits?
12. When may a teacher retire? What are the steps necessary to become an annuitant?
13. What determines the amount of an annuity? What proportion of the cost is borne by the State?
14. Why is it necessary to build up a large reserve fund during the early years of a pension system?
15. Explain how the new law differs from the old law, (1) actuarially, (2) financially.
16. Explain this statement—"The Indiana Retirement Fund is a teachers' compulsory savings system plus a State free pension system."

Note—Write the Teachers' Retirement Fund Board, Room 225, State House, Indianapolis, Indiana, for a copy of the pamphlet entitled, "An Explanation of the Retirement Law."

SECOND INSTITUTE

"The great end of education is to discipline rather than to furnish the mind, to train it in the use of its own powers rather than to fill it with the accumulation of others." Edward Tyron.

RURAL SCHOOL SECTION

The Rural Teacher and Teachers' Retirement

1. What are the purposes of the teachers' retirement law? Can you justify the expenditure of public money for these purposes?
2. What are the obligations assumed by the State of Indiana?
3. State specifically the duties of township trustees and school boards under this law.
4. State the method of appointment, duties and responsibilities of the Retirement Board.
5. How may teachers become members? State the arguments in favor of a compulsory state-wide pension system. Why should beginning teachers be required to become members?
6. Why are teachers with prior service charged with arrearages? State the three ways arrearages may be settled.
7. How are annual payments collected? Why do they differ in amount according to age of beginning service?
8. How much credit may be allowed for service in other states? Can you justify such allowance?
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16. Explain this statement: "The Indiana Retirement Fund is a teachers' compulsory savings system plus a state free pension system."

Note—Write the Teachers' Retirement Fund Board, Room 225 State House, Indianapolis, Indiana, for a copy of the pamphlet entitled "An Explanation of the Retirement Law."

PRIMARY GRADE SECTION

Handwork for Primary Grades

1. Discuss the purposes of handwork. Show how it may be expected (a) to develop accuracy, dexterity, neatness, ingenuity, (b) to utilize native instinct for activity, (e) to bring teacher and pupil into closer sympathy, harmony, and companionship.

2. How may handwork become an aid in teaching the regular subjects more effectively?

3. Discuss its possible effects with respect to (a) the child's position and movements while working, (b) the child's self-respect, (c) individual and group recognition of excellence in workmanship, (d) self-criticism for self-advancement, (e) good form.

4. Discuss the following forms of primary handwork in the light of the foregoing:
   (a) Paper Projects. Give suggestive projects in paper-cutting on lines, freehand cutting, paper tearing, tracing, composition of poster work.
   (b) Modeling. Discuss materials and models, giving suggestions of things to make.
   (c) Construction Work. Materials and suggestions of things to make.
   (d) Assorting and Color Grouping. Show purpose in relation to color, form, size, texture.
   (e) Designing and Weaving. Materials and suggestions.
   (f) Sand Table Projects. Why is the sand table an indispensable furnishing of every primary grade room? What uses in all forms of school work?

5. General Discussion.

INTERMEDIATE AND GRAMMAR GRADE SECTION

A Lesson in Oral Reading: (Grades Four to Eight)

1. Oral Reading of Poetry:
   (1) If historical setting is necessary for the understanding of a selection the teacher should give it, or assign to some pupil the securing of this information.
   (2) If possible the teacher should read the entire poem aloud to the class in order to give the emotional experience the author must have felt.
   (3) Thought-provoking questions should be asked to test the comprehension of the listeners.
   (4) If unfamiliar allusions have been used, the pupils should be referred to the proper sources of information.
   (5) Pupils should then be asked to read this selection well to a group that has not heard it. In a one-room school, parents might be invited.
   (6) When pupils begin to read, the teacher should not interrupt. The members of the class should act as judges to decide who has best interpreted the author's message.
   (7) Keep a list of errors made by the poor readers. Give special drills to help these pupils at another period of the day.
2. Reading of Prose:
   (1) If the selection lends itself to dramatization, the children should first read silently to decide how many characters will be needed, what members of the class can best assume the different roles, and to suggest setting for stage. In giving a reason for his choice, it may be necessary for the pupil to prove the wisdom of his judgment by reading portions of the selection. If more than one person is selected to take the same role, a tryout should be held, the vote of the class deciding the issue.
   (2) In oration and argumentation, the teacher can give an illustration of the value of effective expression by reading in a monotonous tone, then in contrast give proper inflection.
3. General Discussion:
   (1) What are the occasions in life when oral reading ability is necessary?
   (2) What proportion of reading time should be devoted to training for oral reading?
   (3) Which would give the pupil the greater ability to read fluently,—reading a para-

graph aloud every day, or reading a whole selection every two or three weeks during opening exercises,—as entertainment for a group of children who do not have books.

(4) Discuss, (a) the causes of poor oral reading, (b) remedial measures.

Read, "Providing an Audience for Oral Reading," Journal of Education Method, March, 1922. World Book Co., Yonkers, N. Y.

4. Report by a teacher on a project in silent reading along the lines of that described at the last meeting.

HIGH SCHOOL AND JUNIOR HIGH SCHOOL SECTION

Selling the Schools to the Public

1. State some of the cardinal principles of salesmanship.
2. What does the school have to sell to the public?
3. Methods for selling the product. Discuss possible plans for each:
   (1) Publicity program by the school—
      (a) Through the local paper.
      (b) Through the school paper.
      (c) Through the school as a social center.
         (1) Special school exhibits.
         (2) Debating societies.
         (3) Choral unions of school and community.
         (4) Lyceum courses.
         (5) Moving pictures and projections.
         (6) School fair, corn clubs, pig clubs, canning clubs.
      (d) By regular session of school open to the public during the evening.
      (e) Better English week.
      (f) Clean-up week.
      (g) Use athletics and directed playground activities as an advertising agency.
   (2) Publicity program by outside agencies—
      (a) Parent-Teachers' Associations.
      (b) Departmental Clubs.
      (c) Commercial Clubs.
      (d) Civic Organizations.
4. General Discussion.

References: Johnston, Newlon, and Pickell, "The Junior-Senior High School." Scribners. Excellent.

Carter Alexander, "School Statistics and Publicity." Silver, Burdett.

GENERAL TOPIC

The Parent-Teacher Association

1. Define the parent-teacher as a community organization, giving its fundamental principles and underlying purposes.
2. Describe the state organization, its regional organization, officers, and lines of work.
3. Outline the procedure for forming a local association, and for conducting meetings.
4. Describe proper activities for local associations: programs for social meetings, for study, and for undertakings.
5. Enumerate benefits to be derived from a local association by the home, the school, and the community.
6. What is the special value of the parent-teacher association in the high school?
7. What is the special value of the parent-teacher association in the rural school?
8. Describe the organization, purpose, and conduct of city councils.
9. What is the relation of local associations to the state and national organizations?
10. Explain the organization of the Bureau of Parent-Teacher Associations and assistance given through it to the state and local associations.

For materials and suggestions on this topic, the leader should write the secretary of the State Parent-Teacher Organization, care Extension Division, Indiana University, Bloomington.

ALTERNATIVE TOPIC

Health Needs of School Children

See the excellent outline prepared by Dr. Ada E. Schweitzer and printed in the Appendix of this Manual. The topic should be treated from the point of view of effective means of caring for the health of children at school.

THIRD INSTITUTE

"To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully."—Tyron Edwards.

RURAL SCHOOL SECTION

Club Work and Agriculture in Rural Schools

1. Why should agriculture be taught as a practical arts subject rather than as an academic subject?

2. How should the teaching of agriculture be related to the program of the county agricultural agent and farmers for the improvement of agricultural practice in a given community?

3. Explain how the boys' and girls' club projects are the practical application of school instruction in agriculture to the actual farm enterprises in which the children and their parents are regularly engaged.

4. Show how club projects in corn-growing, swine-raising, calf-raising, poultry-production, orcharding, potato-growing, have vitalized the school work in agriculture and have been the means of improving farm practice.

5. Explain what desirable educational results have been accomplished by linking up the school and the home through club work.

6. What has been the educational effect of club exhibits, club demonstrations and judging contests conducted under the direction and supervision of the schools?

7. Show how educational trips by club members, such as the trip to the Club Round-Up at Purdue University, the trip to the International Livestock Show at Chicago, the trip to Washington, D. C., by state club winners, have increased the interest of boys and girls in the rural school and in farming as an occupation.

8. Explain how the county agricultural agent, the Boys' and Girls' Club Division of Purdue University, the State Department of Public Instruction, and the teachers of vocational agriculture, co-operate with the schools in a given community in the teaching of seventh and eighth grade agriculture and in organizing and supervising boys' and girls' club work.

9. Show how club work has been the means of developing leaders in rural communities.

10. How has club work contributed to providing wholesome social and recreational activities for young people in Indiana?

Additional suggestions may be obtained by writing the Supervisor of Agriculture in Schools, Purdue University, Lafayette.

PRIMARY GRADE SECTION

Plays and Games for Primary Grades

"Play is the expression of awakening instinct."—Hall.

"Play is the highest phase of child development."—Froebel.

1. Distinguish clearly between plays and games.
2. Discuss the values of plays and games under these heads: (a) recreational, (b) physical, (c) mental, (d) social. How is the value greatly enhanced by the restrictions of modern living?
3. Show how different interests at different ages influence the evolution of play interests.
4. Describe games for (a) physical exercise, (b) sense training, (c) general information, (d) correlation with school subjects.

Note: The following games of the above named types are drawn from Jessie H. Bancroft's "Games for School, Home, Gymnasium and Playground." Macmillan.

1. Games for exercise; all the active games, rhythmic exercises, folk dances, songs dramatized. Jack be Nimble—Mulberry Bush—Farmer in the Dell—Did You Ever See a Lassie?—I Say, "Stoop!"—Vaulting Seats—Bean Bag and Ball Games.

2. Sense training; for hearing: Good Morning and Guess Who. For Sight: Huckle Buckle Bean Stalk and Observation. Games devised by teacher for taste, touch and smell by testing the children with some familiar things while blindfolded. These are variations of Good Morning.

3. General information; teaching left, right, direction, etc. Many of the rhythmic games give this. Looby Loo—Changing Seats—Weathercock.

4. Correlation with school subjects. Blackboard relay for various subjects. Work, phonic, arithmetic and spelling drills. Speech correction games to be worked out by individual teacher to meet her own need.

The following may serve as a type: Purpose, to impress the past form of verbs frequently missed. (Sentences are written on board one at a time; child reads silently and performs action.)

(1) Get a book from the table, May.
(2) Give the book to Harry.
(3) Sit on the front seat, Carl.
(4) Go to the window, Louise.
(5) Run to the door, Walter.

4. Ask each child what he did and get his answer in a complete sentence. Erase names, but leave sentences. Teacher asks questions, "Who was it who got a book from the table?" etc. Let other children

answer. Let children who acted sentences stand in front and let other children question them.

This type of game can be worked out in as much detail as desired and combined in a great variety of ways.

The leader in this discussion should select games to be demonstrated with a group of children, or with the sectional group, in connection with the discussion.

INTERMEDIATE AND GRAMMAR GRADE SECTION

Co-operation in English and Other School Subjects

It is a mistake to suppose that any English curriculum, however ideally planned, can of itself secure the desired results in either oral or written expression. The fallacy of such a supposition is apparent as soon as one reflects that the task before us is that of creating in our students habits of effective expression, and that such habits can be formed only by a more extensive practice than is possible during the limited time allotted to English study. Again, it is reasonable to suppose that bad habits of expression, accumulated during many years and aggravated constantly by the myriad examples of poor English in the students' environment, can be checked and made over in one class while they are tolerated in other classes.

Thus it follows that unless co-operation is observed, all other plans or remedies must fail of truly efficient results. Habit is the keynote of all training in English expression to establish correct habits by the constant demand for effective English in all subjects is absolutely the only hope of attaining satisfactory results.

1. Why is it that the English curriculum cannot of itself secure the desired results in either oral or written expression?

2. Our task is that of creating in our students habits of effective expression. Explain how the arithmetic lesson or geography lesson may help to bring about more accurate expression.

3. Discuss the value of topical recitations in all subjects.

4. Do you feel that a uniform scheme for arranging all written work and a uniform scheme of corrections should be provided for use in all subjects?

5. Would it not be helpful to have lists of common errors in grammar, syntax, spelling, punctuation, etc., supplied to all teachers so that there would be a common understanding of what constitutes "unsatisfactory expression?"

6. Would it be advisable occasionally to have specially good themes which are prepared by the stu-

dents on other subjects submitted to the English teacher for credit? Likewise a good theme prepared during English time along the line of science, history, etc., might be submitted to the other departments for credit.

7. Discuss the value of having all teachers prepare a list of common English errors which they have observed in their classes and which need special attention. Would it be helpful to have the teachers occasionally exchange their lists?

General Discussion.

HIGH SCHOOL AND JUNIOR HIGH SCHOOL SECTION

Supervision of Instruction in High School

1. The principal or superintendent as a supervisor of instruction.
   (1) Should a superintendent or principal teach regular classes?
   (2) If so, how much time should be devoted to such classes?
2. Methods of supervision:
   (1) Classroom visits by the principal and the superintendent.
      (a) How frequently should the principal visit a given teacher? The superintendent?
      (b) What should be the length of his visits in either case?
      (c) Should his criticisms be made to the teacher immediately following the visit? Why?
      (d) Should such criticism be negative or constructive? Give example of each kind.
      (e) What should be the attitude of the teacher toward such criticism?
   (2) Teachers' Meetings.
      (a) What type of teachers' meetings do you consider most helpful?
      (b) On whom does the success of such meetings primarily depend?
      (c) Can you describe briefly one such meeting you considered very successful?
   (3) Conferences.
      (a) What should be the attitude of both teacher and principal in such conferences?
   (4) Visits with other teachers.
      (a) When are these of value?
      (b) Who should determine where the teacher is to visit?

(c) "There is little value in such a visit unless it is followed by a discussion between teacher and principal." What do you think of this statement?

General Questions:

(a) What is meant by making supervision of instruction co-operative?

(b) Indicate some ways a principal or superintendent might be of assistance to you in teaching your classes?

References:

(A) Strayer, "Brief Course in the Teaching Process."—Chap. XVII. Macmillan.

(B) Johnston, "High School Education."—Chapter V. Scribner.

(C) Nutt, "Supervision of Instruction." Houghton.

GENERAL TOPIC

The Health of the Teacher

1. Duty of teacher to conserve her own health in order to bring greater efficiency to her work as a teacher and in order to stimulate by example a greater interest in physical health on the part of the pupils and the people of the community.
2. Fatigue in its relation to health and efficiency.
3. Effect upon teachers of unhygienic clothing, bad air, improper food, irregular physical habits, worry.
4. Necessity of teachers undergoing a thorough physical examination at stated intervals as a measure of prevention and for safeguarding health.
5. Is it true that orderly teaching and orderly administration are more hygienic both for pupils and teachers than the opposite processes?
6. How is it that a teacher who speaks easily and distinctly, with a pleasant tone, may thus conserve her own health?
7. Importance of teachers thoroughly understanding and applying principles of heating, ventilation, lighting, seating, in relation to the room and building in which the teacher works, as a measure of physical self-protection.
8. Presentation by leader of a suggestive daily regimen of work, study, and recreation for teachers, having special reference to conserving and increasing the teacher's health.

For materials and suggestions on the foregoing topic, the leader should address the Indiana State Board of Health, State House, Indianapolis.

FOURTH INSTITUTE

"The desire of knowledge, like the thirst of riches, increases ever with the acquisition of it."—Sterne.

RURAL SCHOOL SECTION

The rural school section for the fourth institute may either take up the Educational Survey in Indiana as it affects the rural schools, or it may consider the subject of State and Local History. If the latter topic is chosen it is suggested that an eighth grade pupil be chosen to report on the first five questions in the Catechism. See appendix, State and Local History, p. 101.

PRIMARY GRADE SECTION

The Educational Survey in Indiana

One meeting of the primary section should be given over to the study of the report of the Educatonal Survey Commission. For suggestions see High School Section, this month.

The next meeting should be confined to a study of educational legislation growing out of the Survey Report.

INTERMEDIATE AND GRAMMAR GRADE SECTION

English in Other School Subjects

1. Correlation of English with History:
   (1) Suppose that the class has been studying the life of Columbus? Explain how the reading of Joaquin Miller's "Columbus" would be helpful in assisting the children to catch the indomitable spirit of the great man who did ever cry, "Sail on, sail on, sail on and on!" Do you think that the copying of the poem would help to fix it in memory and to establish in habit the correct use of exclamation marks and of quotation marks?
   (2) If pioneer life is being studied the children might be encouraged to give permanent value to their writen work by binding their compositions together. How may they be encouraged to make their booklets as attractive as possible?
   (3) Any of the following subjects for compositions will be interesting to the children if taken in conection with their regular history work.
   (a) A Colonial Kitchen.

(b) Daily Life of the Pioneer Boy.
(c) Early Days in My Community. (The first storekeeper, tavern-keeper, schoolteacher, newspaper or church.)

(4) Prepare a list of five topics based on early American history, that would excite the imagination of the child and which he would enjoy writing or talking on.

2. Correlation with the thrift work.
   (1) The children might organize a thrift club or a thrift campaign. If they organize a club the carrying on of their meetings would offer excellent opportunity for parliamentary instruction and for giving of one- or two-minute talks. An interesting letter-writing project would be to write to a person prominent in the community asking him to speak to the class on the value of, "A Penny Saved," or "Wise and Careful Buying."
   (2) How may a study of the thrift maxims of Benjamin Franklin, and others, add to the interest of the class?
3. Correlation with Civics:
   (1) Suppose that each member of the class has been asked to visit a public utility in the community, then to prepare a report upon it? Let us assume that all have visited a telephone exchange, a list of questions might be suggestive to the children.
   (2) Mention five other public utilities in your community which would touch the interest of the children and would be an inspiration for them to talk about.
   (3) Let us suppose that the civics class is carrying on a "clean-up" campaign. Suggest correlated work which might be done during the English period.
   In preparation for the "clean-Up" campaign the children might prepare slogans and "catchy" phrases during their English periods which would be worked out in the art classes.
   (4) Suggest other campaigns, such as a crusade against the fly, or a campaign for better manners and morals, etc., which might be carried on in connection with the English and Civics work.
   (5) You are interested in the "Safety First" movement. Let the class consider itself a committee that has been given a week in which to discover ways in which property and life might be safeguarded in the homes and public places throughout the com-

munity. Discuss the procedure you would suggest for securing a well-presented oral or written report at the end of the week.

4. General discussion.

HIGH SCHOOL AND JUNIOR HIGH SCHOOL SECTION

The Educational Survey in Indiana (in Relation to the High School)

1. The survey in general. Discuss under each of the following heads:
   (a) Purpose of the survey.
   (b) Method of making the survey.
   (c) Scope of the survey.
   (d) Findings of the survey.
   (e) Recommendations of the survey committee.
2. Describe the report of the survey as it relates to the high school situation.
   (a) History of high school development in the state.
   (b) Economic and social conditions within the state as they relate to the high school situation.
   (c) Relation of the high school to the vocations within the state.
3. Give a brief summary of the findings of the survey commission in respect to high school problems, as follows:
   (a) School plants and equipment.
   (b) School organization and administration.
   (c) Course of study and instruction.
   (d) Teaching staff.
   (e) High school costs.
4. Summarize the recommendations of the commission under each head.
5. Compare the state findings under each of the above heads with the high school situation in your county. (Brief report on this topic by three high school principals.)
6. General discussion.

It is recommended that so far as possible every high school teacher and principal procure a copy of the Survey Report and study its chapter on high schools. Address General Education Board, 61 Broadway, New York City, New York; or consult your county superintendent.

GENERAL TOPIC

The institute as a whole can find no more fruitful subject for the fourth and fifth institutes than the Educational Survey Report and legislation pertaining to education growing out of the recommendation of the Survey Commission.

FIFTH INSTITUTE

"Education is the knowledge how to use the whole of oneself. Many men use but one or two faculties out of the score with which they are endowed. A man is educated who knows how to make a tool of every faculty, how to open it, how to keep it sharp and how to apply it to all practical purposes."—H. W. Beecher.

RURAL SCHOOL AND PRIMARY SECTIONS

Proposed School Legislation

The Primary and Rural School Sections, along with other sectional groups, should devote at least one meeting to a careful study of pending legislative measures relating to education. For suggestions see High School Section, this month.

INTERMEDIATE AND GRAMMAR GRADE SECTIONS

A Lesson in Community Civics

I. A lesson in community civics is not complete unless it leaves with the pupil a sense of his personal responsibility, and results in right action. Much depends upon the method of approach, whether the pupil is led to realize not only the importance of the lesson to himself, but to see the dependence of the individual upon social agencies. This should be followed by more or less detailed and concrete investigation consisting largely of first-hand observation and a study of local conditions. A lesson then should include these three fundamental steps:
   1. Approach to the topic: the building up of civic ideals—the inspiration.
   2. Investigation of the agencies: securing whatever information is necessary to perform responsibility intelligently—learning where and how to find it; broadening interest—collecting material.
   3. Creation of a sense of personal responsibility with a desire to act, followed by actual participation.

II. The following topics are suggested for study:
   1. History of local community—reasons for its development—relation of these to its geographic location—industries developed.

2. Protection of life and property.
   (a) Investigate the work, organization and equipment of fire department. How are the firemen appointed? How can fires be prevented? In what ways can citizens help the fire department? How is this work financed? What are some of the laws made to prevent fires? What facilities do farmers have for fighting fires? How should a fire alarm be turned in?
   (b) Investigate the work and organization of the police department. How do policemen get their positions? Why are traffic policemen needed in cities?
   (c) Board of Health. What is its duty? Give illustrations of how it has saved life. Reasons for quarantine?
3. Parks and boulevards and other places for recreation. Why are these needed? Are they well located? Does the community take sufficient pride in their development? What is being done to maintain and improve the civic beauty of your community?
4. Organization of schools. Is yours a graded or ungraded school? What are the advantages of a graded school? What are the advantages of a consolidated school?
5. Transportation and Communication.
   (a) Importance of good roads. Which is cheaper, good roads or poor ones? Why? Discuss the good roads movement in Indiana.
   (b) Who owns the street car system? Is there a franchise? If so, who made it? What are some of its provisions? Why were they made?
   (c) Does the community have any control over the telephone and telegraph companies? If so, how and why?
   (d) How do letters travel? Why is such strictness observed in handling mail? Clases of mail? Parcel post.
   (e) Waterways, Rivers and Canals. Discuss present status of canals.
   (f) Use of airplanes; wireless; radio.
6. How are the unfortunates cared for in your community? Is this done publicly, privately, or both ways? Why should the community care for them?
7. How and by whom are the governmental affairs of your community conducted? Study local charter.

8. How is the government financed? What is the work of the assessor? Explain how the tax rate is estimated? Discuss tariff.
9. Elections. How conducted? For what purpose? Explain difference between general and primary elections? Why is the primary so important?
10. Civic excursions—visiting public buildings, public meetings, industries, etc. (If it is impossible for the entire class to make these trips, the class may be divided into committees, each committee making some visit and reporting result to the class.)
11. Opportunity given students to participate in the management of some of the details in the school room, building and yard, such as conserving and handling supplies, keeping premises clear of scraps of various kinds, maintaining order, suggesting improvements for making premises more attractive, and anything else that will give them an opportunity to be of service to others.
12. Organization of class into a Civic League where they elect their own officers and transact such business as suggested in topic 11. General discussion of the value of the foregoing lesson.

HIGH SCHOOL AND JUNIOR HIGH SCHOOL SECTION

School Legislation Growing Out of the Survey Report

One session should be given over to a study of pending legislative measures, especially such as pertain to high schools, or consoldiated schools.

It is urged that a committee be selected to investigate such bills as are pending in the general assembly, or as may be introduced at a later date, to procure copies of said bills, and present their provisions to the high school section. Copies of bills may be obtained by writing to the representative or senator.

General discussion of the merits of the bills in question should follow the presentation.

SIXTH INSTITUTE

"The final result of true education is not a selfish scholar, nor a scornful critic of the universe, but an intelligent and faithful citizen who is determined to put all his powers at the service of his country and mankind."—Van Dyke.

RURAL SCHOOL SECTION

The Public Health Nurse and the Rural School

1. What is meant by school inspection as performed by a school nurse?
2. What physical symptoms may be noted by teachers that will be useful to the school nurse in making an inspection?
3. What physical symptoms should be familiar to teachers in order to combat epidemics?
4. How can results from school inspection be best obtained? Discuss the value of follow-up work in the homes.
5. Discuss the value of toothbrush, handkerchief and hand-washing drills in the school.
6. What methods may be employed to correlate health teaching with the regular subjects?
7. How can the Junior Red Cross be used to develop good health habits among the children?
8. Discuss the use of the Modern Health Crusade, health plays and games in the grades.
9. What bearing does sanitary conditions of school buildings and premises have upon the physical and moral sides of the child?
10. Are parents' conferences of any value to the teacher and nurse in having defects corrected and the improvement of health habits?
11. Discuss the value of milk and hot lunches in the schools.
12. Under what circumstances may a trustee provide medical care for school children?
13. How can the Public Health nurse best serve the schools?

Note: If there is a Public Health nurse in your community she should be invited to attend the institute so as to be of assistances in the discussions.

References: "The School Nurse," by Lina B. Struthers. Putnam. Current issues of the Public Health Health Nurse Magazine. Public Health Nurse Magazine, issue of September, 1921. "Health Teaching in the Schools," pamphlet, No. 10, 1921, U. S. Bureau of Education, Washington, D. C. "Public Health Nursing," pamphlet, Indiana

State Board of Health. Write the Indiana State Tuberculosis Association, 1139 Pythian building, Indianapolis, for material and instructions on the modern health crusade. For information concerning the Junior Red Cross and its work write the American Red Cross, Washington, D. C.

PRIMARY GRADE SECTION

Story-Telling in Primary Grades

Treasures of untold worth (that many teachers and their children rarely dream of) lie hidden in Storyland.

When nerve tension becomes almost unbearable, let's fly away to that enchanted land for a pleasant half hour and return refreshed, ready to do double duty.

1. What purposes should be uppermost in our minds in story-telling?
2. Discuss the relative importance of the story as an aid in teaching lessons in the school subjects and as a work of art in itself.
3. What beneficial results for children may the story-teller hope to attain?
4. "The story may have as its final purpose the arousing of the child's moral judgments." Discuss this statement pro and con.
5. Name three or more characteristics of a good story. What is meant by "a spiral of repetition" in building up a story?
6. What do you think of the following suggestions on how to tell the story?
   (a) Learn its message.
   (b) Feel your story. (Never tell a story you do not feel.)
   (c) Appreciate it; be interested.
   (d) Use simplicity of style.
   (e) Hold the pictures in your mind, or rather live the incidents of the story, as you tell it.
   (f) Tell it dramatically.
   (g) Speak gently, sympathetically and with spontaneity.
   (h) With your listeners arranged about you in a semi-circle, begin your story.
7. Have the following stories told by members of the primary section: "Little Red Riding Hood," "Raggylug," "The Cat and the Parrot," "The Pied Piper of Hamlin Town."
8. Dramatize "Little Red Riding Hood" after it has been told, using the school room as the woods, and members of the primary section as actors (and audience).
9. After the dramatization, let the teachers, under direction of the sectional leader, make practic:

demonstration of various kinds of seat work that would follow such dramatization.

Consult Curry and Clippinger's "Children's Literature" for various types of children's stories.

'ERMEDIATE AND GRAMMAR GRADE SECTION

A Civics Project

In what ways do the people of our city or town get help from the community in protecting their health?

Compare the conditions in cities with the conditions in rural communities as to danger to health. Discuss freely in class.

Pupils make suggestions as to how these dangers are to be met in cities. List these on the the board as they are given. Then let the pupils discuss and evaluate the different suggestions, among which will be found some or all of the following:

(a) Inspection and control of water supply.
(b) Disposal of garbage and other refuse.
(c) Sewage and drainage.
(d) Street cleaing.
(e) Quarantining of contagious disease.
(f) Medical inspection in schools.
(g) Provision for public parks and playgrounds.
(h) Pure food laws and food inspection.

This should be followed by a careful and detailed investigation of these topics by reading, consulting officials or other citizens and by personal excursions.

(a) Water supply, where obtained? Are private wells being used and if so, to what extent? Are they sanitary? Why are private wells often insanitary? If water comes from a central water works, find out how the water is purified and how it is carried to the consumers.

(b) Disposal of garbage. Discuss the need for this work. How is the garbage collected and what becomes of it? Are any products being manufactured out of it? Compare with what is done in other cities. What becomes of any other refuse collected, such as paper, cans, etc. Could you make any suggestions for improving this work in your community?

(c) Sewage and drainage. Find out where sewage from your neighborhood is led. How is it purified? Is it doing any harm to rivers and streams? If so, is there any way it could be avoided?

(d) Street cleaning. Why necessary? Explain how this is done, by what department and how effective? Get a report of the cost in your community.

(e) Quarantine. Who handles this work and how is it managed? Do you know of any epidemics that have been checked in this way?

(f) Medical inspection in schools. Give examples of how this has helped. Is there a visiting nurse? If so, explain her work.

(g) Parks and playgrounds. Where are these most needed? Why? Are they well located in your community? Are the playgrounds sufficient for the children? How are they being managed? Why are the taxpayers willing that so much money be spent as is being spent in some cities?

(h) Food inspection and pure food laws. Report what foods bear stamps, indicating that their quality is being controlled by the government? Why is this control necessary? Can you trace any improvement due to this control? What are some of the laws regulating foods? Do you think any others are necessary? If so, what are they?

5. In connection with the discussion of these points reference should be made to our most important laws connected with the protection of health. It is also possible to get good films illustrating parts of this work. All discussions should be approached with open-mindedness and pupils given every opportunity to express their opinions as long as they are reasonably polite and respectful of the rights and opinions of their classmates. The best results are obtained when this discussion is informal, the pupils observing the ordinary rules of courtesy that would be observed by a similar group of adults bent upon similar investigation.

6. General discussion, to bring out the value of the foregoing project from the viewpoint of (a) inherent interest, (b) civic importance, (c) practicability.

GENERAL TOPIC

School Legislation and the Survey Report

This topic should be continued from last month, and should be made to include other important legislative measures pertaining to educational matters.

The committee should be continued and should present a report, as before.

General discussion and resolutions should follow.

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SEVENTH INSTITUTE

"As the plant grows through its own vital power, so also must human power become great through its own exercise of effort." Froebel.

RURAL SCHOOL SECTION

Rural School Consolidation

1. How define consolidation?
2. The purpose of a state and national program.
3. Historical review of consolidation in Indiana and the United States.
4. Progress made in consolidation in Indiana and throughout the nation.
5. How to extend rural school consolidation as far as practicable and as soon as possible in the nation at large and especially in Indiana.
6. The chief obstacle to be overcome.
7. Removing the obstacle.
8. Some of the benefits to be gained by consolidation for the state and nation.
9. What the one-teacher rural school must be and do where consolidation is impracticable.
10. The need of federal and state aid in carrying such a program to its ultimate success.

PRIMARY GRADE SECTIONS

Primary Arithmetic

1. State the fourfold aim in primary arithmetic.
2. What is the relation of reading to primary arithmetic?
3. Discuss the importance of the following steps in teaching a process:
   (a) Develop the process objectively through objects and drawings.
   (b) Oral demonstration of the process by the pupil.
   (c) Drill pupils in recitation before assigning written work.
   (d) Review work to discover whether method of pupil is businesslike, and whether a shorter method may be substituted.
4. Discuss the value of "drills".
5. Should rules and definitions be memorized from the textbook, or should pupils be encouraged to make for themselves rules and definitions?
6. Discuss the relative value of problems taken from a textbook and those drawn from actual experience.

7. What portion of the recitation should be given to mental arithmetic in primary grades?
8. In the solution of a problem the child should be taught to tell:
   (a) What is given.
   (b) What is asked.
   (c) What process or processes he must use in solving. Discuss the above.
9. Does the child share with the teacher the responsibility of discovering his own mistakes?
10. How may the child be taught to check his own results? Demonstrate.
11. Discuss possible wastes in arithmetic resulting from (a) indefinite assignments, (b) over drill, (c) under drill, (d) lack of clear aim, (e) improper examples.
12. Describe arithmetic games which lend interest and variety to the work with children.

INTERMEDIATE AND GRAMMAR GRADE SECTION

The Socialized Recitation

1. The socialized recitation places the emphasis on the pupil rather than the subject-matter. It uses the subject-matter as a means for the expression of the pupils' ideas and to develop his power of independent thinking. It uses the facts of life to create experiences for mental, moral and social training.
2. How may the socialized recitation be expected to—
   (a) Do away with passivity in the school room?
   (b) Provide opportunity for the development of initiative, originality and imaginative powers?
   (c) Give opportunity for the child to do and to be rather than merely to know?
3. Observe these important features in a socialized recitation—
   (a) Conversations and discussions in the class circle between pupils.
   (b) Encouragement of freedom and desire to offer additional facts or to make inquiry concerning points discussed.
   (c) Corrections to be made and discussed by pupils.
   (d) Teacher to bring out any errors omitted by pupils.
4. How may these mistakes be avoided—
   (a) Pupil-teaching where one pupil takes entire charge of a class period? No one personality should dominate a situation.
   (b) Timid pupils not volunteering?
   (c) A bright group controlling the entire discussion?

(d) Mistaken interpretation of the new freedom permitting confusion in the room?
(e) Weak points of the lesson equally stressed with important points.
(f) Parrot-like expressions of criticism.
(g) Resentment of just criticism.
(h) Lack of unity and coherence.

5. Show that the teacher in the socialized recitation—
   (a) No longer asks questions and receives answers.
   (b) Is at all times a leader although in the background.
   (c) Should advise and counsel but not dominate or suppress.
6. Discuss the pupil's part in the socialized recitation—
   (a) Each must feel a responsibility.
   (b) Each must give as well as receive.
   (c) Each must be interested and aroused in such manner that the initiative comes from him.
   (d) Each must be trained to accept criticism and corrections from his fellows as well as from the teacher.
   (e) Each must feel that he is a member of a socially co-operative body.
7. Which of these functions of the recitation is best realized?
   (a) A medium for real training and for obtaining experiences.
   (b) An active period of pupil responsibility.
   (c) An opportunity for the teacher to study and know the individual pupil.
   (d) A period to aid the pupil in those mental processes which present special difficulties to him as an individual.
   (e) A period to correct wrong impressions.
   (f) A period to enable pupils to form the habit of concentrated effort and attention.
8. General discussion.

The above is based upon "The Socialized Recitation" by William Whitney, published by A. S. Barnes and Co., New York.

HIGH SCHOOL AND JUNIOR HIGH SCHOOL SECTION

The School as the Center of Community Life

The school is the one social institution about which may be gathered the sympathies and active interests of the whole community life. The school should, therefore, become the organizing and directing center of the community interests and should contribute to all phases of community life.

1. How may the school influence the community through its own developed program? Discuss in relation to (a) the regular program of work, (b) the literary and social activities of the school, (c) school athletics and games, (d) home-project work, (e) school exhibits, (f) orchestras and glee clubs.
2. How may the school become a true social center for the community? Discuss—
   (a) Adult gatherings at the school. Programs to include recreation and play.
   (b) Group meetings for adolescents. (There should be recognition that boys and girls of 12 to 18 years of age are not adults, and that they should be treated as a distinct group. Wise adult leadership and direction are needed.)
   (c) Provision for children under 12 years of age. Group games, picnics, dramatic presentations, entertainments.
3. How may the co-operation of civic organizations (parent-teachers, farmers' organizations, commercial clubs, etc.), be enlisted? Of the newspapers?
4. How is the school plant, including grounds, a factor?
5. May the monthly institute itself be made an initial step toward such community ideals?
6. General Discussion.

References: Hart, "Educational Resources of Village and Rural Community." Macmillan.
Betts and Hall, "Better Rural Schools." Bobbs Merrill.

GENERAL TOPIC

The School Library and Its Uses

"It is not the reading of many books which is necessary to make a man wise or good but the well-reading of a few, could he be sure to have the best." Richard Baxter.

The modern school library meets the teaching work at all points, being a definite part of the modern educational program.

The first essential to good use of the library is interest on the part of the teacher and familiarity with the books.

1. Discuss the value of the library to the rural school and community. How may the library co-operate with agricultural clubs, reading clubs, and other agencies?
2. What are the requisites of a standard library organization according to the Report of the Committee on Library Organization and Equipment of the National Education Association and

of the North Central Association of Colleges and Secondary Schools?

To what extent does your school library fall short of the standards set in this report?

(This report may be purchased from the American Library Association, 78 East Washington Street, Chicago, Ill., price 40 cents, or borrowed from the Public Library Commission, State House, Indianapolis).

3. Sources of help furnished by the state.

Discuss the Public Library Commission in its advisory, educational and distributing capacity.

4. State your own idea of how the Supervisor of School Libraries can help you definitely in your school library problems.

5. Discuss at length co-operation between the public libraries ond the public schools.

Outline a plan of such co-operation which will meet the needs of your school.

6. Outline the work of a school librarian, or teacher-librarian,—administrative, technical, educational.

What should be the educational and professional qualifications of the school librarian?

7. What is the teacher's part in directing the child's reading?

. State six reasons for progressive instruction in elementary and secondary schools in the use of books and libraries,—how to study by the library method.

Name ten essential things that beginning high school pupils should learn about the use of books and libraries.

0. Make a list of the first twenty-five books you would purchase for a rural school library. Do not include dictionaries and encyclopedias.

Note: Write to the Supervisor of School Libraries, Public Library Commission, State House, Indianapolis, for suggestions upon the selection of books, organization of libraries, plans and furniture for library room in school buildings, and all matters pertaining to school libraries.

Confer with the librarian of your local public library or with the Supervisor of School Libraries for help in making this program a success).

EIGHTH INSTITUTE

"The problem or aim of education is to train those practical abilities which are necessary for the fulfilment of the duties of life." Pestalozzi.

RURAL SCHOOL AND PRIMARY GRADE SECTION

Reading and Dramatization for Primary Grades

1. What are the principal steps which the child takes in learning to read?
2. Discuss the teaching of reading under these heads: (a) purposes or aims, (b) what the mechanics of reading consist of, (c) method and devices employed in teaching reading.
3. Demonstrate an appropriate assignment in teaching a lesson in silent reading to third grade children.
4. What steps should be taken by the teacher in teaching a poem to children of these grades?
5. How may dramatization be correlated with reading work in primary grades? What types of reading lessons are suitable, and what unsuitable for dramatization?
6. Discuss "conversational reading" with children above the first grade.
7. What use should be made of story-telling in teaching to read?
8. What use should be made of the following in teaching children to read: motive, interest, love of action, desire for play?
9. Discuss the place of phonics in reading.
10. General discussion.

INTERMEDIATE AND GRAMMAR GRADES SECTION

The Six-Six Plan

I. Reasons for the six-six organization in a small school system.
   1. The eight-year elementary course is too long.
      (a) Show how the seven-year elementary school course of the South vs. the nine-year course of New England has proven this point.
      (b) In like manner, compare the length of elementary courses of schools in European countries with that of schools in America.

(c) Show how the law of diminishing returns operates in an excess of the teaching of reading, writing, arithmetic and spelling.

2. The four-year high school course is too short.
3. More specialized teachers for the seventh and eighth grades and also for grades nine to twelve are to be had with the six-six organization. (The number of classes and of teachers is increased while the variety of subjects is not increased).
4. Departmentalized teaching in grades seven and eight is provided.
5. New organization tends to reduce elimination.
   (a) Show how this type of organization will make a less distinct break between the elementary school and high school.
   (b) Show how a break between grades six and seven eliminates fewer than a break between grades eight and nine.
   (c) Show the advantages of eliminating the county examination and the eighth grade graduating exercises.
   (d) How is this theory being demonstrated in the six-year high school in your community?
6. How does the six-six plan economize in the use of high school laboratories and equipment?
7. Show how the six-six organization permits many reforms which were possible under the eight-four plan but difficult because of local inertia.

HIGH SCHOOL AND JUNIOR HIGH SCHOOL SECTION

The School's Responsibility for the Out-of-School Group

There exists in every community a menace to general progress. This menace is found in the group of boys and girls who have for some cause dropped out of school and who are for the most part unemployed or engaged in temporary, or what is known as "blind-alley" and parasitic occupations. It is composed of boys and girls between the ages of 16 and 21. What is the school's responsibility for this group?

1. Discuss the causes of children's leaving school. Consider (a) conditions within the school, (b) home conditions, (c) conditions in the community, as influences prompting children to drop out before completing the high school.

2. Discuss the remedies which may be utilized in whole or in part by the school.
   (a) Part-time classes for boys and girls.
   (b) Social and physical recreation.
   (c) Vocational counseling.
   (d) Placement and supervision of employment.
3. One or more high schools within a county should undertake a survey of local conditions in relation to this problem and present a report before the high school section.
4. General discussion.

II

EXTENSION STUDY COURSES BASED ON READING CIRCLE BOOKS

Courses Offered for Credit if Taken as Extension Work Under a Normal School or College Instructor in Accordance with the Rules and Regulations of the State Teachers' Training Board. Credit will Count toward all Grades of Teachers' Certificates Above the One-Year Certificate.

These Studies may Also be Used for Sectional or General Discussion Topics.

List of Reading Circle Books with Prices is Found at the End of This Manual.

Following Courses Are Counted for "Professional Credit":

1. Brightness and Dullness in Children.
2. How to Measure.
3. Essentials in Education.

All Other Courses Are Accepted for Academic Credit Only (Toward Elementary and High School Certificates).

FIRST INSTITUTE

BRIGHTNESS AND DULLNESS IN CHILDREN

Text: Brightness and Dullness in Children, by Herbert Woodrow

Chapter I. Introduction

1. Distinguished between a book on the science of intelligence and a mental examiner's handbook. Which of these is "Brightness and Dullness in Children?"
2. From the two illustrations given in this chapter,—one of genius and one of feeble-mindedness,—what conclusions would you draw, as to the meaning of the term intelligence and its importance as a determinant of success, either in school or in adult life?
3. Does your work as a teacher seem to you to be concerned with intelligence? If so in just what ways? In connection with what educational problems?

Chapter II. The Measurement of Intelligence

4. Is the account of the Binet tests on pp. 27 and 28 sufficiently detailed so that an untrained person could accurately measure a child's intelligence by following it? What seems to be the author's purpose in giving this account? Does a reading of the tests throw any light on the prevalent psychological conception of intelligence?
5. Can you see any value in having at hand a school-psychologist or other trained mental examiner who could determine for you the mental age of any of your pupils?
6. Define mental age. What does a year's growth in mental age mean? Does it always mean the same thing?
7. What is meant by the median mental age of a group of school-children? Describe what variation from the median you might expect to find in a large group of ten-year-olds. Would you expect a group of ten-year-old children to spread out in mental age more or less than would an equal number of six-year-olds? Do individual differences, then, increase or decrease with age? Is it the object of education to eliminate individual differences in mental ability?
8. What general principle for determining the reliability or significance of any mental tests was laid down by Francis Galton? Enumerate three ways of obtaining estimates of a child's mental

ability, independently of intelligence tests (In this connection, read pages 155-156). How do the revised Binet-Simon tests agree with such independent estimates?

9. What limitations of the Binet tests need to be kept in mind? Is there any really serious objection to such tests? What is the object of group tests? Why can they never eliminate the need for individual tests?

10. Discuss the advisability of giving group intelligence tests in your school, or of taking, yourselves, adult group tests. Before making a choice among the numerous group tests in existence, be sure to obtain the advice of some expert psychologist in your own state.
For this information, write The Psychological Laboratory, Indiana University, Bloomington.

HOW TO MEASURE

Text: How to Measure, by G. M. Wilson and K. J. Hoke

1. Read the preface. Do you acept its two main propositions: First, that the individual teacher may be relied upon to administer the tests. Second, that the chief purpose of testing is not to rank the school or system and compare with other schools or systems, but it is to discover the weaknesses of the individual child in order to help him?

2. **Chapter I.**
   (a) Note the recency of the measurement movement. Now standardized tests are used by the thousands and even millions each year. How do you account for the rapidity with which the measurement movement has spread?
   (b) At what stage in the use of tests have the members of this institute arrived? How many have used standardized tests? What tests have been used? Is there an open-minded attitude toward such tests? How many members of the institute are willing to co-operate throughout the year in the use of tests in their own schools, summarizing for comparison with other schools and studying to discover the proper diagnostic significance of the tests when used?
   (c) It is suggested that the teachers agree on what tests will be used first and by all. Spelling, writing and arithmetic are suggested. These are simple and inexpensive. Write the Russell Sage Foundation, New York City, for copies of the Ayres' Spelling

Scale and Ayres' Writing Scale, securing one copy for each teacher. They cost ten cents each. (See Bibliographies, pp. 22 and 56.) The Cleveland Survey tests are suggested for the work in arithmetic. (See Bibliography, p. 108.)

3. **Chapter II.**
   (a) What should be tested in spelling? The older spellers containing about ten thousand words or one-third as many as in a large dictionary. Pupils did not know the meaning of the words and could not use them. Few eighth grade pupils have writing vocabularies in excess of two thousand words, and it is these words that they should be able to spell. The recent tendency is to limit a grade speller to about thirty-five hundred words.
   (b) See that you understand the Ayres scale, inserted opposite page 6. If you were giving fourth grade pupils a test, from what column would you select the words? Why?
   (c) What rules should you observe in giving test? How many words should be used?
   (d) Give a test to one grade of your own pupi and distribute as per Table I, p. 9. Wh percentage of the pupils are up to the Ayr standard?
   (e) Indicate four practical values resulting fro the use of a spelling scale.
   (f) Use the Jones-Demons as a test for all grades from fourth up. Compare pupils and schools. If your pupils do poorly, it may indicate that you have been spending time on useless words, possibly using a ten thousand word list speller and trying to finish it by the twenty-words-a-day plan, regardless of use or understanding.

Note: For a list of Standardized Tests in all subjects and names of publishers and distributors, see Appendix, p. 109.

CHILDREN'S LITERATURE

Text: Children's Literature, by C. M. Curry and E. E. Clippinger

Sections I-II. Introduction and Mother Goose Rhymes

1. How did the revolutionary movement in the latter eighteenth century affect educational theories?
2. What are the two large classes into which literature for children may be grouped? Distinguish clearly these two kinds?

3. Why is there no essential difference between good "juveniles" and good books for grown people?
4. Distinguish clearly between reading work and literature work in the grades.
5. How do you account for the greater effectiveness of oral stories as compared with those read from books?
6. State some practical ways of making the told story pleasant and powerful.
7. What special problem regarding books to read arises in the upper grades? How may it be met?
8. Tell briefly facts regarding the origin of the name, Mother Goose. (P. 19.)
9. Explain the nature of Mother Goose's Melody and give the date and the place of publication, together with the name of the publisher. (Pp. 19-20.)
0. Explain the nature and the origin of the verses commonly known as "Mother Goose" rhymes. (P. 20.)
Explain in detail the movements of a physical exercise you might give to all pupils of a primary grade to accompany each of the following rhymes: Nos. 28, 32, 49, 83, 107, 20.
Explain the importance of Mother Goose rhymes in developing the sense of rhythm and meter, and tell how you would teach a particular rhyme for the purpose of developing the sense. (Pp. 21-22.)
3. Name the qualities that various writers have mentioned as sources of the charm which the Mother Goose rhymes have for children. (P. 21.) Does the list seem to you to be exhaustive?
4. Comment upon the revision of "Hey, Diddle, Diddle" made by a "serious parent."
5. Why is "The House That Jack Built" easier to memorize than, say, "Dame Wiggins of Lee, and Her Seven Wonderful Cats"? (Pp. 47 and 45. See also discussion of "Accumulative Tales," as indicated in the index.)

Note: The questions on Children's Literature n this Institute Manual have been taken by permission from "A Handbook to Accompany the Curry-Clippinger Children's Literature", copyright, 1922, y Rand McNally and Company, Chicago. This andbook may prove helpful to those who are taking he course for credit.

THE UNITED STATES IN OUR OWN TIMES

Text: The United States in Our Own Times, by Paul L. Haworth

Chapter I. The Aftermath of War

1. What were the great problems growing out of the Civil War? Which was the most difficult and why?
2. Discuss the character of Andrew Johnson and his attitude toward the South prior to his becoming President.
3. Sketch the condition of the free men at the close of the war.
4. Compare the economic condition of the South with that of the North.
5. Would any reconstruction policy have been completely successful?

Chapter II. President Johnson's Plan of Reconstruction

1. Summarize Johnson's plan of reconstruction.
2. Who participated in electing delegates to the constitutional conventions?
3. Discuss the attitude of the Southern legislatures toward the freedmen.
4. Attitude of Northern radicals toward the Johnson plan.

Chapter III. Congress Takes Control

1. The Great Reconstruction Committee.
2. What were some of the theories as to the effect of secession upon the Southern States?
3. How did Northerners regard Negro suffrage in 1865?
4. The first Congressional plan of reconstruction.
5. Why did all the Southern States except Tennessee refuse to accept it?
6. The political campaign of 1865 and its results.
7. Why did Congress pass the Tenure-of-Office Act?
8. Chief features of the second Congressional plan of reconstruction.
9. Why did the attempt to impeach Johnson fail?

Chapter IV. Mexico, Alaska, and the Election of 1868

1. In what ways did the French intervention in Mexico violate the Monroe Doctrine?
2. Results of the purchase of Alaska.
3. The chief issues in the campaign of 1868.

Chapter V. The Fruits of Reconstruction

1. The character and career of Grant.
2. The attitude of Southern whites toward the new order.

3. Summarize the results of Carpet-Bag and Negro rule.
4. Had this rule any good results?

RURAL SCHOOL MANAGEMENT

General Suggestions

To make the study of Rural School Management most profitable two things are necessary: (1) the facts of the text should be thoroughly mastered, and (2) the facts thus learned should be applied, as far as possible, in the school you are now teaching. The following suggestions are offered as indicating a good method of procedure in the study.

1. Read the chapter carefully without reference to any of the questions in the outline.
2. Re-read the chapter, working out complete, definite answers to the questions.
3. In all class or group discussions supplement the facts and suggestions given in the text with information drawn from your own experience and observation.
4. Close the study of the text with a summary of the main points, preferably an outline, of the entire chapter.
5. Put into actual practice, as far as possible, any of the facts and suggestions learned that are not already in operation in your school.

Text: Rural School Management, by W. A. Wilkinson

Chapters 1-2. The School and Its Patrons. (To be assigned to two teachers)

1. State concisely the main problems of each chapter.
2. State (1) the special function, and (2) other functions of a rural school.
3. Why call the school a partnership enterprise between patrons and teacher?
4. What difficulties frequently prevent the school from performing its functions in the fullest measure?
5. Discuss indifference of patrons as to (1) causes, (2) effects on the school, (3) the remedy. How far is the teacher responsible?
6. State clearly (1) why school funds are needed, and (2) why they are often inadequate.
7. Define and give illustrations of "organized effort."
8. State concisely wherein your school is or is not performing the functions enumerated.
9. What are the chief difficulties encountered in your district?

10. Show how the school board or township trustee is an important factor in the success of the school.
11. How get board members or trustee interested in the school? How acquaint patrons with the work of the school?
12. What methods of raising money for equipment may be used? What value besides raising money do such methods have?
13. Why have a parent-teacher association in the district? How get such an organization formed? What lines of work might the association profitably undertake?
14. What ideas gained from this chapter do you propose to apply in your school?
15. State all of the purposes for which your school is being used. For what other purposes might it be used?
16. What do you regard as the most serious hindrances to the work of the school in your district?
17. General Discussion.

ELEMENTS OF POLITICAL ECONOMY

Text: Elements of Political Economy (Revised Edition), by A. C. McLaughlin

Production of Wealth: United States Making a Living (Introduction and Book I)

I. Economic Concepts.
II. Factors of Production.
III. Personnel of Production.

Discussion Period Exercise

Allow three minutes for a contest to see who can list the largest number of industries in the United States.

Questions for Study and Discussion

I.

1. What is meant by each of the following terms: (1) wealth, (2) services, (3) production goods, (4) capital, (5) fixed capital? Two examples of each.
2. What is meant by the terms: (1) capitalist, (2) entrepreneur, (3) laborer?
3. "There are elements of both wealth and government in private property". Can you explain this?

II.

4. What are the factors of production?
5. Where do raw materials (say the leather for manufacturing shoes) fall in this classification?

6. How is capital secured by society?
7. In reality is it the labor or laborer that is the factor in production? Are they separable?
8. One economist states that there are three kinds of production: (1) form or composition utility, (2) time utility, (3) place utility; i.e. (1) putting goods in the form we want them (bread, shoes, etc.), (2) having goods at the time wanted, (3) having goods at the place wanted. According to this, are some people correct when they maintain that the merchant is not a producer but that only the farmer, laborer, etc., are producers? How about an insurance agent? A transportation company? A banker?

III.

9. Prepare a list of the various occupations in the production of a single commodity (select some commodity) showing the division of labor or specialization.
10. Contrast the division of labor and specialization in industry today with that among the Indians at the time of the settlement of the American Colonies. How does this specialization affect workers? Society?
11. Estimate the number of persons that participated (i.e. co-operated) in the production of all wealth and services that you have utilized since breakfast.
12. In producing wealth, the entrepreneur, capitalist, and laborer all contribute. Which of the three are most important in the production process?

Discuss questions at the close of chapters.

Note: The study outlines in this subject were prepared by Professor E. H. Shideler, of Franklin College.

ESSENTIALS IN EDUCATION

Text: Essentials in Education, by E. U. Graff.

Chapters 1-2

1. Has the quality of teaching improved with present day specialization in teaching? State the benefits pupils derive from departmental teaching.
2. What effect has specialization had upon the preparation of teachers?
3. Is a teacher who specializes in one line more efficient than one who teaches several subjects or grades?
4. What distinguishes a profession from a trade?
5. What kinds of work are most highly recompensed by society?

6. Discuss the relative weight of tangible and intangible rewards in choosing an occupation.
7. Is teaching a real profession? Give reasons for your answer.
8. In what estimation does society hold the work of the teacher?
9. To what extent is teaching a stepping-stone to other occupations? State effect on profession.
10. How many separate occupations were listed in the 1920 United States Census? How great an increase is this over the number in 1910?
11. Is this increase in occupations beneficial to the workers? To society?
12. If this tendency increases in educational work, what effect will it have on the training of teachers? On their enjoyment of their work?
13. Is self improvement to be attained by teachers by conscious cultivation of desirable qualities or by unconsciously following an ideal?
14. Can qualities of character be cultivated? How?
15. What is meant by professional spirit? Give an example.
16. Discuss the life of a great teacher whom you have known or about whom you have read. What was the dominant quality?
17. In what does a teacher's success consist?
18. Should teachers be marked or rated by supervisory officers?
19. Enumerate the qualities on which a teacher could be marked.
20. State the characteristics of a good plan of rating teachers.

SECOND INSTITUTE

BRIGHTNESS AND DULLNESS IN CHILDREN

Chapter III. Brightness and Dullness

1. Distinguish definitely between absolute and relative intelligence, that is, in the terminology of your book, between intelligence and brightness. Illustrate how two children may be of the same intelligence and yet differ enormously in brightness.
2. Of what is a child's mental age a measure? Of What is his intelligence quotient a measure?
3. At what age, on the average, does growth in intelligence cease? How is this determined?
4. Define each of the three grades of feeble-mindedness, in each of the following ways:—(a) from the social viewpoint, or as defined by the Royal College; (b) in terms of mental age; (c) in terms of I. Q.
5. Name and define all the other classes of children mentioned in this chapter. (It may be noted that the term "gifted" is coming into use to designate the class which on p. 54 is called "near genius" and "genius").
6. State at least three specific reasons why an intelligence quotient, by itself, never constitutes an exact mental diagnosis.
7. Summarize the outcome of investigations which have been made concerning the relation of intelligence to social, racial and sex differences. Should racial and sex differences in intelligence receive any consideration in educational aims or procedure?
8. In schools where no intelligence tests have yet come into use, is there nevertheless an indirect classification of children according to intelligence? In such schools are mistakes not made, that is, are not dull children frequently found in classes too advanced for them and bright children in classes too easy for them? Is the fact that mistakes may be made when intelligence tests are used, a sufficient argument against their use?
9. Is the statement that successful men have often appeared to be dullards in school, an argument for or against the use of intelligence tests in the public schools? Do we know in the case of any of these "successful dullards" whether, as children, they were dull or superior (cf. pp. 35 and 36)?

Chapter IV. Brains

1. How does the brain of a feeble-minded person differ from that of an intelligent one: (a) In weight; (b) in microscopical structure; (c) in gross structure? How do the differences in cases (a) and (b) compare with those between younger and older children, and with those between the lower and the higher animals?
2. Compare the curve of growth in brain-weight with that of growth in intelligence, in the case of average children? From the standpoint of brain-growth, what are the most critical years in a child's life?

Note: On p. 77, line 11, Ic should be read in place of Ib.

HOW TO MEASURE

Chapter III

1. That a grade in writing had no fixed value under the old system of grading, can be easily proven, if old manuscripts are at hand. It will be evident that a grade like 85% is likely to be applied to writing of greatly varying quality.
2. Give a test in handwriting following directions on pages 25-26, and take the summarized results to the institute for comparison with results in other schools. Note especially the large variation in the number of letters written per minute. This suggests that it is due to the different reaction times for different pupils. What rule will you lay down as to speed of writing?
3. Use the Ayres scale and score the handwriting of your pupils, for quality. Put the grades on the backs of the papers, and re-score several times, using the average as the true score.
4. Distribute the scores as per Table 3, and then write in the names as per Table 9 (p. 47).
5. What should be the standard for quality? What is your habitual standard in taking notes, and writing letters? What should be the minimum standard for quality for the teacher's board work?
6. Analyze the difficulties of a room full of pupils, using Table 8, page 44. Have the pupils help do this and get them interested in remedying defects.
7. Do you have courage enough to fix grade standards, and excuse from the writing drill all who reach and maintain these standards?
8. Use all the children in the township (or city) and tabulate returns as per Figs. 3, 4, and 5.

Section III. Fairy Tales

1. Explain the nature and the origin of folk tales, or traditional fairy tales. (Pp. 53, 56, 131.)
2. Tell where and about when J. O. Halliwell lived and what he did as a collector of folklore. (Pp. 20, 56.)

   Note: Observe how many of the English folk tales in the text are from Halliwell's Nursery Rhymes and Tales.
3. Give the titles of four popular collections of folk tales by Joseph Jacobs. (P. 52.)
4. Tell briefly how the teacher should prepare to tell a story in one of the primary grades and how she should tell it. (Pp. 12-13.)
5. Explain how first-grade pupils might be taught to dramatize "The Three Little Pigs" and "The Three Bears." (Pp. 12-13, 61, 65.)
6. Study Nos. 156, 158, and 159 as life histories of interesting personages. Which one is most realistic? Which one introduces the most in the way of magical assistance for the hero? Which one seems most loosely knit together?
7. Regarding The Tales of Mother Goose, tell the nature of the book, place and date of publication, name of the collector, and titles of four selections it contains. (P. 92.)
8. The fitness of "Puss-in-Boots" (no. 163) as a story for children has been much debated. What are the arguments against it (p. 97), and what are the arguments in its favor (pp. 97 and 54)?
9. Where and about when did Peter Asbjörnsen live, and why is he remembered in the history of the juvenile literature? (P. 122.)
10. Why is the story of "The Three Billy-Goats Gruff" particularly well suited to be told in the first grade? (No. 169.)
11. Regarding Jacob and Wilhelm Grimm, tell when and where they lived and why they are the most important collectors in the history of folklore. (P. 131.)
12. Compare the two "name-guessing" stories, "Tom Tit Tot," and "Rumpelstiltskin." (Nos. 160 and 178.) Notice the most striking variations and speculate as to which story would attract the listening child the more.
13. How do the verses in "The Lambikin" add to the charm the story would have for children? Illustrate by quotations. (No. 180.)
14. Give briefly the plot of the Russian folk tale "The Straw Ox." (No. 188.)
15. Which of the stories in Section III deal with unfortunate or mistreated persons who rise above circumstances and achieve great success?

Chapter VI. Foreign Relations and the Liberal Republican Movement

1. What was the "Act To Strengthen the Public Credit"?
2. Why were greenbacks not yet on a parity with gold?
3. What were the Legal Tender Cases?
4. Discuss the settlement of the Alabama Claims.
5. Who were the Liberal Republicans?

Chapter VII. The End of An Era

1. What were the chief causes of the panic of 1873.
2. What effect did it have upon the demand for more greenbacks?
3. Why was political morality at a low ebb under Grant?
4. Why did the Democrats sweep the country in 1874?
5. What was the Resumption Act?
6. What was the situation that made it necessary to create an Electoral Commission?
7. Was the treatment of the South during reconstruction rigorous judged by foreign standards?
8. What devices are used in the South to prevent the Negroes from voting?
9. Discuss the progress made by the New South.
10. What is the present attitude of Southerners toward the Union?

Chapter VIII. The Passing of the Wild West

1. The transformation of the West since 1865.
2. Was it right to dispossess the Indians?
3. Name some of the chief Indian wars of the period.
4. What relation did the buffaloes have to the problem of Indian warfare on the Plains?
5. What is the present condition of the Indians?
6. Explain why the problem of transportation was a more serious obstacle to the settlement of the West than the aboriginal inhabitants.
7. What classes of white men followed each other in the settlement of the West?
8. Significance of the Homestead Law.
9. In what sense was free land a "safety-valve" for economic discontent?
10. What was the relation of Cyrus McCormick to the settlement of the West?

Chapter IX. An Interlude

1. What was the attitude of Hayes toward civil service reform?
2. Discuss the money question in the period of Hayes's presidency.

3. The Chinese question.
4. Personages and issues in the campaign of 1880.
5. Civil service reform and the Pendleton Act.
6. The campaign of 1884 and the election of Grover Cleveland.

RURAL SCHOOL MANAGEMENT

Chapters 3-5. School Hygiene. (Assign for discussion to three teachers)

1. Explain the meaning of "School Hygiene."
2. Why is good health the most valuable asset one can possess? State three ways in which school hygiene may promote good health in the school and the community.
3. Why is a hygienic school environment very important? Why should the physical condition of pupils receive careful attention?
4. How may school hygiene bring about sanitary conditions in the home of pupils? Why are rural schools less hygienic as a rule, than city schools?
5. What function is school hygiene performing in your school? What are the chief difficulties met with in your district? What ideas suggested by the chapter can you apply in your school?
6. How should a schoolroom be lighted? State the purposes of ventilation.
7. What are the objections to the use of an unjacketed stove in a schoolroom? Describe a modern jacketed stove system of heating and ventilation.
8. Discuss school toilets as to (1) influence on pupils, (2) kinds, (3) proper care.
9. How may the matter of drinking water endanger the health of pupils?
10. How should ordinary folding seats be arranged in a rural school? Why? Describe one type of adjustable seat and desk.
11. Describe a good method of cleaning the floor and furniture of a schoolroom.

ELEMENTS OF POLITICAL ECONOMY

What Determines Prices (chapters 7, 10, 11, 12, 13)?

I. Exchange Value.
II. Law of Supply and Demand.
III. The Cost of Production.

Questions for Study and Discussion

I.

1. What gives exchange value to any commodity or article? May the same identical article have exchange value at one time and not at another?

What is the difference between the utility and the value of a commodity?

2. What are the factors that give a thing exchange value?
3. What is the relation of the exchange value of a farm to the price of a farm?

II.

4. If the supply of strawberries on the market increases, other things being equal, will the price remain the same, decrease, or increase?
5. If the price of chickens and eggs increases considerably, does it affect the supply of those commodities? Does the increase of price affect the demand for them? Might there be a difference in commodities in this respect, i.e. as to elasticity of demand with different prices?
6. Does price affect the demand and supply or, vice versa, the supply and demand partially determine price?
7. Suppose a large corporation or trust has a virtual monopoly on the supply of sugar or gasoline. Is there any limit to the price they may charge? Can you see how it might pay the seller to fix a low price rather than a high one? (This is called the principle of monopoly price.)

III.

8. A school desk manufacturing concern which has many competitors produced one thousand desks during a certain period of time at a cost of $4.00 each. What will determine the price that they can get for them? After they are once produced does the cost of production in any way determine the price?
9. I paid our dealer $8.00 for a ton of coal. The dealer paid $4.00 for it at the mine and the railroad charged $2.00 a ton for transportation (rate set by government, i.e. the Interstate Commerce Commission) from mine to our dealer. What factors determined the price?
10. What would be the difficulties in the way of the government fixing all prices and wages in the United States? What basis would it use to determine wages? (Remember that the cost of production will be determined in turn by other prices and wages.)
11. Do we have a problem of the high cost of living or the cost of high living?
12. What determines the increase or decrease in the general cost of living? (Note: The relation of prices to variation in the value of currency will be considered in a later lesson.)

ESSENTIALS IN EDUCATION

Chapters 3-4

1. Discuss briefly the relation between obedience to law and good citizenship.
2. What indications are there of a special need of obedience to law in these times?
3. Discuss the relation between school discipline and the administration of law in the community.
4. What is the difference between a pure democracy and a representative democracy? Of which type is the American government?
5. Does good school government depart from the essential principles of democratic government? Discuss.
6. Compare the purpose of government in general with the purpose of school government.
7. State the justification of punishment for infraction of law.
8. What kind of punishment is most apt to be effective? Give a personal experience.
9. Why has corporal punishment disappeared from society? What has taken its place? Are the substitutes more effective?
10. What are the characteristics of an ideal type of government?
11. Look up the dictionary definition of the word "method". What light does this throw on method of teaching?
12. Discuss the importance of method in connection with the work of teaching.
13. Discuss the change in method which has taken place in the teaching of reading in the last twenty years.
14. Name some of the principal contributions of psychology to methods of teaching.
15. Do present methods leave too little to the learner and do too much for him?
16. Has the improvement in textbooks been commensurate with the improvement in pedagogy?
17. To what extent should the textbook prescribe methods or leave them to the teacher?

THIRD INSTITUTE

BRIGHTNESS AND DULLNESS IN CHILDREN

Chapter V. Physical Defects

1. Are physical defects one of the chief causes of dullness? What were the findings of Ayres in this matter?
2. What are the two chief purposes of medical inspection of schools? Does your community have satisfactory medical inspection? If not, what can you do to improve conditions?
3. How many children in your class suffer from eye-defects? How many have a visual acuity of ½ or worse in one or both eyes? What measures have been taken in behalf of these children?
4. Conduct the whisper test of hearing with your class. Tabulate your results, and compare with those of other teachers.
5. What have been your observations on the effect of removal of adenoids or tonsils on the health and mentality of your pupils?

Chapter VI. Anatomical Age

6. What is the difference between physiological maturity and size? Which of these corresponds to anatomical age?
7. Examine the teeth of some of your children. Compare the result with the scale of dental development on p. 103. Can degree of dental development, by itself, be regarded as an accurate index of anatomical age?
8. How can you reconcile the fact that girls are behind boys in skeletal length (height) but ahead of them in development of the wrist bones? By the criterion of height alone, is not a girl of six more mature than a boy, that is, has she not completed a larger percentage of her final height?
9. How can you account for the effect of individual differences in anatomical age upon success in high school work? What bearing do sex differences in anatomical age have upon the fact that girls commonly do better in the grades than boys?
10. Review Chapter IV, on "Brains".

HOW TO MEASURE

Chapter IV

1. Read the complete discussion of the Courtis Tests pp. 59-74. Note the important considerations:
   a. Socially useful examples.
   b. Rules for giving the test.
   c. Scoring the results.
   d. Distributing the scores.
   e. Diagnosis of results.
   f. Re-testing.

   Each test studied should be considered under these same heads.
2. If the Cleveland Survey Tests in Arithmetic are being used for testing by the teachers of the institute, as suggested in the outline for the first institute, then turn at once to page 96, and make these tests the chief basis of discussion. The purpose is to help in the actual testing of pupils by standardized tests, and the work of the institute should be directed to this purpose.
3. Note the particular merits of other tests,—Woody, Kansas Diagnostic, Stone Reasoning, and Boston Test in Fractions.
4. Arithmetic required for adult usage is much simpler than that contained in the ordinary school text. The edition of the special study indicated in footnote 1, page 61, has been exhausted. That study indicates that 92% of all figuring done by adults consists of relatively simple problems in the four fundamental processes, simple fractions and accounting.
5. In view of the statement in 4, if your pupils have not thoroughly mastered the fundamental processes and simple fractions, they should be drilled upon them until they fully meet standards laid down for the various tests in the fundamentals.
6. Teachers are urged to make use of the standard tests for the benefit which they can derive from them. If school boards cannot provide the funds, teachers in many cases can buy a single copy of a test and use a mimeograph for duplicating. Results secured in this way should not be published, since the tests are copyrighted material. Quite surely, however, no author of tests will object to a teacher becoming better acquainted with tests and using them in her own school room through the aid of the mimeograph. For list of Standard Tests, see appendix, p. 109.

Section IV. Fairy Stories and Modern Fantastic Tales

1. Test somewhat your familiarity with the field of modern fantastic tales by looking through the bibliography on p. 170. With how many of these books are you thoroughly acquainted? Of what other ones do you have some general impressions? Are you familiar with other books than the ones listed by any of the authors named? Are there any books in this field that have been favorites of yours which are omitted from the list?
2. Fix clearly in mind the more important facts of Hans Christian Andersen's life. What special qualities of character helped make him an ideal writer for children? In what way does "The Ugly Duckling" reflect the facts of his life?
3. Read "The Tinder Box" (p. 196) in connection with the Grimm story of "The Blue Light" (p. 134). Try to formulate the respects in which Andersen's story is superior to the original folk tale.
4. Give an account of the author of Granny's Wonderful Chair. Explain the general plan of that book. Observe that the basis of "The Story of Fairyfoot" is a reversal of the common notion of what constitutes a beautiful foot—immensity instead of smallness. Does the great amount of explanatory and descriptive matter make it easier or more difficult to prepare an oral version for use with children?
5. Try to account for the popularity of "The Knights of the Silver Shield", with children. Do you think the story is told in such a skillful way that children will easily see why "Sir Roland has fought and won the hardest battle of all today"? An experienced primary teacher says she has always found that children are interested in stories that deal with knights, giants, and animals. Which of these interests are found here? Would you, in the light of your experience, extend the list of interests named?
6. Give briefly the plot of the story of "Old Pipes and the Dryad." What fine trait of character does it emphasize?
7. How does "The King of the Gilden River" differ from traditional fairy tales in amount of descriptive details? Point out, also, the skillful variations in the order of events in the three trips up the mountains. Why does this story, even when read or told to children, properly belong to an advanced grade?

THE UNITED STATES IN OUR OWN TIMES

Chapter X. The Changing Order

1. Discuss the statement that the Industrial Revolution "in its influence on the lives and thoughts of mankind was . . . . more important than any political revolution in history."
2. Name some of the results of the Industrial Revolution.
3. What was the first "trust" and how was it formed?
4. Discuss the results of railroad consolidation.
5. Explain the significance of the "Granger Cases."
6. Sketch the rise of labor unions.
7. Compare the condition of the American worker with that of the worker in Europe.
8. "A gulf had opened between labor and capital, and consolidation was becoming the order of the day in both the labor world and the industrial world." Discuss.

Chapter XI. The Return of the Democracy

1. What was the attitude of Grover Cleveland toward civil service reform?
2. What evils was the Interstate Commerce Law designed to correct?
3. Discuss labor conditions in this period, especially the anarchist movement, industrial arbitration, and the rise of the American Federation of Labor.
4. What was the chief issue in the campaign of 1888?
5. What effort was made in this period to purify elections?

Chapter XII. The Second Harrison

1. How did Thomas B. Reed obtain the nickname "Czar"?
2. What was the Sherman Silver-Purchase Act?
3. Discuss the Sherman Anti-Trust Act. The McKinley Tariff Act.
4. What were the chief diplomatic questions of Harrison's administration?
5. Sketch the campaign of 1892. What did the Populists stand for?

RURAL SCHOOL MANAGEMENT

Chapter 6. Beautifying the School Premises

1. Why should school surroundings be esthetic?
2. What are the more common hindrances to school beautification in rural districts?
3. List the matters necessary to make the interior of the schoolroom beautiful. Give a good color

scheme for interior painting. What wall pictures would you select for your school?

4. What can the teacher and pupils do to make the schoolroom attractive?
5. What purposes should school grounds serve? List the matters necessary to make the school grounds attractive.
6. Wherein does your school meet the standards of beautification stated in the chapter? Wherein can you make improvements in present conditions?

Chapter 7. Play and the School Playground

7. Show how play is necessary from the standpoint of hygiene. Why is it the best form of exercise one can take? Show how it is educative; recreative.
8. What are the chief hindrances to the wider use of play at rural schools?
9. How large should a school playground be? Make a survey of your own school playground to determine: (1) its size, (2) the times at which it is used, (3) its equipment for plays and games, and other play apparatus.
10. Why is work not a good substitute for play for country children?
11. What play equipment should be provided?
12. Why is a play leader or supervisor needed?
13. Distinguish between play festivals and tournaments. What means would you employ to get the people of your community to attend a play festival at your school? What value do you see in a County Play Day.
14. General Discussion.

ELEMENTS OF POLITICAL ECONOMY

Distribution of Wealth and Income (Chapters 16 to 24 Inc.)

I. Interest—Capital.
II. Wages—Labor.
III. Rent—Land.
IV. Profits—Management.

Questions for Study and Discussion

I.

1. What is meant by "distribution" as here used? by "capital"?
2. What would happen if the practice of paying interest for capital were to be discontinued in some way? Would the result be serious to society? Why or why not?
3. A shoe manufacturing concern includes in its personnel of production: (1) the laborers or

employees, (2) capitalists furnishing the cash to the entrepreneur, (3) the entrepreneur or industrial manager, (4) the landowner furnishing the land. After the product of their contributions is sold, who divides the income between the parties co-operating in the production? How is the income distributed between them?

4. Is interest on capital really earned? Why or why not?
5. What determines the interest rate on capital?

II.

6. What is the difference between real wages and money wages?
7. Supply and demand for laborers determines wages. Is this correct? If so why could not labor unions limit the supply of labor and make the entrepreneur use all its profits as wages to the laborers?
8. "The law of diminishing productivity and the marginal production for each factor (land, labor, and capital) determines the relative share of the product going to each of contributor of the respective shares in production." Explain this statement.

III.

9. Why do we pay rent for land? What determines the amount of rent? Demand and supply of land? Any other factors?
10. A farmer bought a farm for $10,000. The first year his total net income (after all expenses were paid) was $1,500. The prevailing interest rate is 5%. Distribute his income between the farmer as a capitalist on the one hand and on the other hand as a laborer and entrepreneur together.

IV.

11. Profits are the wages of the industrial manager or entrepreneur. What factors affect his share to decrease or increase (1) with respect to his proportion of the total net income of the concern, and (2) with respect to absolute amount?
12. "If profits are greater in one industry than in another, the greater profits will cause capital, labor, and management services to shift to the most profitable industry. This flow of the factors of production to the most profitable industry brought about by the profits system is ideal, for it keeps the proper amounts of the factors of production (land, labor, etc.) where they are most needed as indicated by the higher prices paid to those industries by society, i.e. the consumers resulting in the higher profits." Con-

trast this profits system to government regulation of prices and profits as a device for causing labor and capital to flow to the most needed industries and commodities.

ESSENTIALS IN EDUCATION

Chapters 5-6

1. Mental tests in the army showed 50% of the men fourteen years of age or less mentally. What is the bearing of this fact on education?
2. What outstanding fact has mental tests revealed in regard to the capacity of children?
3. Does individual instruction produce better results than class instruction? Give reasons.
4. Are examinations as ordinarily given an accurate method of testing? Discuss.
5. Name other factors than knowledge of subject matter which should enter into the child's progress.
6. Describe a plan for allowing pupils to advance as rapidly as they are able.
7. Name several shortcomings of standard tests.
8. How does the course of study provide for individual development?
9. Does a uniform course of study produce uniformity of educational results?
10. How does the course of study fit the pupil to be socially serviceable?
11. How does the course of study express the need of society for certain types of training?
12. Discuss the relative force of tradition and scientific method in present day curriculum-making.
13. What is the contribution of the scientific method to curriculum-making?
14. Give a concrete example of the difference in the logical and psychological order of organizing subject matter.
15. Discuss the relation of the course of study to the aims of education.

FOURTH INSTITUTE

BRIGHTNESS AND DULLNESS IN CHILDREN

Chapter VII. Pedagogical Age

1. When is a child "above grade"? "below grade"? Define "pedagogical retardation" and explain how and why it differs from "mental retardation."
2. What percentage of the children in the city schools of the United States are pedagogically retarded? How does this percentage compare with that in your own community? In your own class? If the amount of retardation in your community differs much from the average, what are the factors which account for the difference?
3. What is the ratio of children pedagogically advanced to those pedagogically retarded? What educational corollaries are suggested?
4. Describe the grade distribution of an average city (the number in each grade), as compared with the number entering school each year. Compare the average grade distribution with that in your own community. What are the main factors determining grade distribution?
5. Discuss mental age as a factor determining pedagogical retardation or advancement. What use of intelligence tests suggests itself?
6. Discuss the possibilities of simplification of the curriculum as a remedy for pedagogical retardation. What are its dangers? Can these be overcome?
7. What is meant by invisible retardation? Does it exist in the case of any of the pupils in your own class? How do you know?
8. In what cases would it be unwise to attempt to bring a pedagogically retarded child up to grade? Under what circumstances would such an attempt be justified?

HOW TO MEASURE

Chapter 11. Statistical Terms and Methods

1. Chapter 11 will permit teachers to check up any undesirable practices developed in the use of the tests in spelling, writing or arithmetic. Note especially the ten suggestions on securing results that are comparable.
2. On the basis of experience already secured teachers will understand the eight points men-

tioned under "Using a Standardized Test." It is evident that the purpose throughout is to secure absolute fairness and, as the teachers themselves take over the use of these tests, there can be no other aim than to find out exactly the condition of children, with the idea of helping them to further progress and improvement.

3. What are the advantages of a table of frequencies? What is the difference between a table of frequencies and a distribution? Define median; quartile; mode. In what respects is a median a better measure of average tendency than the mode or the arithmetical average? When do the median, mode and arithmetical average all fall at the same point? Note: Some of the above questions are a little difficult, but doubtless some member of the institute will be able to go beyond the text to King, Thorndike, Rugg or Buckingham, and secure answers to these questions.
4. Standard deviation is a good way of measuring how widely scattered the scores are. What other means can be used for indicating the scattering of scores?
5. A co-efficiency of correlation is one of the most valuable figures to be derived in statistical methods. It is a means of showing how closely the paired series run together. Even with a very short series of fifteen or twenty pairs, it is impossible to tell anything about it by inspection. The coefficient of correlation indicates just how the series run with reference to each other.

Chapter 12. Teachers' Use of Standardized Scales and Tests

1. Do the injustices of the examination system justify abolishing it entirely?
2. Are you willing to recommend that in the simple tool subjects like spelling, writing, and arithmetic, classification and promotions be based entirely upon standardized tests?
3. Until the examination system is abolished, how can its evil results be minimized?
4. Study the twelve uses of standard tests. Try to rank these uses in order of their significance.
5. Is a standardized test a more effective tool, and is it worth the cost? Is improved machinery, like a corn planter or a self-binder, worth the cost? Should farmers abandon the self-binder and go back to the reap-hook or cradle? No more should teachers fail to use the standardized test, since it is a more effective tool.

CHILDREN'S LITERATURE

Chapters 5-6. Fables, Symbolic Stories, and Myths

1. What are fables? Explain how they differ in purpose from traditional fairy tales. (Pp. 263-265.)
2. Tell briefly the history of the Aesopic fables. (P. 264.)
3. Tell how an Aesop fable might be taught in the first grade. (Pp. 12-15.)
4. What is the nature of the "Jataka Tales" and where did they originate? (P. 281.)
5. Do fables bring out the beauty and holiness of right conduct, or do they simply appeal to the motive of self-interest?
6. Would you use fables merely as entertaining stories or would you always try to make the moral teaching clear? Discuss fully.
7. Work out in some detail what you would want children to do in studying "The Vision of Mirzah."
8. What are myths? (P. 303.)
9. How do myths differ in purpose from folk tales? (P. 303.)
10. Who was each of the following: Jupiter, Neptune, Pluto, Juno, Ceres, Proserpine, Minerva, Venus, Cupid, Apollo? (P. 306.)
11. To what extent did Hawthorne change the Greek myths in the versions he wrote for children? (P. 309.)
12. Give briefly the plot of "The Apple of Discord" (no. 259) and tell why this myth is important in the history of literature.
13. Define each of the following by telling who or what it was: Jötunheim, Asgard, Odin, Thor, Loke, Fenris, Ygdrasil, Helheim, Midgard, Balder, Niflheim. (Pp. 343, 348, 351, 360.)
14. For what did Odin sell one of his eyes? (No. 265.)
15. With what was the Fenris wolf bound? (No. 266.)
16. What were the elves, and to what mythology do they belong? (No. 267.)
17. Why was Balder especially beloved in Norse mythology? (P. 360.)

THE UNITED STATES IN OUR OWN TIMES

Chapter XIII. Hard Times and Free Silver

1. Name some of the chief causes of the panic of 1893.
2. What is meant by "the periodicity of panics"?
3. Explain Cleveland's policy toward silver coinage.

4. Why was the income tax feature of the Wilson-Gorman Tariff bill adjudged unconstitutional?
5. Why was it necessary in this period to sell repeated issues of bonds?
6. Explain the significance of the imprisonment of Debs and his associates.
7. What was the policy of the Cleveland administration toward Hawaii?
8. Under what theory did Cleveland intervene in the British-Venezuelan dispute?
9. Name the two chief issues in the campaign of 1896.

Chapter XIV. The War with Spain

1. Give the terms of the Gold Standard Act and of the Dingley Act.
2. Why did the United States intervene in Cuba?
3. The Spanish-American War was chiefly won by sea-power. Discuss.
4. Give the chief terms of the treaty that ended the war.
5. What was the character of American rule in Cuba?
6. Explain the significance of the Platt Amendment.
7. Did the Spanish-American War usher in a new era for the United States?

Chapter XV. "Imperialism"

1. Why did we not follow the same policy toward the Philippines that we did toward Cuba?
2. Discuss the issue of Imperialism in the campaign of 1900.
3. What is the present system of government in the Philippines?
4. Explain the significance of the "Insular Cases."
5. What is our attitude toward independence for the Philippines?
6. What is meant by "the open door policy"?

RURAL SCHOOL MANAGEMENT

Chapters 8-9. Daily Program and Course of Study

1. State the functions of a daily program. What difficulties arise in making a program for a rural school?
2. Give two methods of reducing the number of classes in rural schools. State the advantages and disadvantages of the plan of organization given on pages 169-70.
3. Explain and illustrate "alternation by grades." State the advantages of the method of organization given on pages 172-5.

4. Explain and justify "alternation by subjects." Which of the programs given on pages 178, 179 and 181 do you regard as the best? Why?
5. How provide time for (1) spelling, (2) music, writing and drawing, (3) agriculture, domestic science and manual training?
6. How would you justify fewer than five recitations per week to such subjects as spelling, writing, language?
7. What do you understand a course of study to be? What are its functions? What subjects and activities contribute to each of these functions?
8. What difficulties arise in making a course of study for rural schools?
9. What should be the aims of the teacher in teaching primary reading, nature study, hygiene? What aims should underlie the teaching of arithmetic, history, stories, oral geography?
10. What should be emphasized in the teaching of geography? Why?
11. Why teach manual training and agriculture in a rural school?
12. Suggest topics for a course in rural sociology.
13. Make a list of the articles actually needed in your school that could be made by the manual training class.
14. To what extent does your present course of study contain the subjects and activities needed to supply (1) the sociological needs of children, (2) their psychological needs?
15. General Discussion.

ELEMENTS OF POLITICAL ECONOMY

Labor and Capital: Industrial Warfare (Chapters 21 and 32)

I. Strikes.
II. Trade Unions and Employers' Associations.
III. Compulsory Arbitration.

Questions for Study and Discussion

I.

1. What is a strike? Have you heard of strikes in countries other than the United States?
2. "An efficient employer must cut his costs of production (including wages) as low as possible so as to undersell his competitor." If there is a large supply of laborers due to immigration or otherwise, what is there to insure the laborer that he will receive in wages as much as he contributes to the product?
3. A union paper states: "The employer depends for a living upon the income of his factory, the

employee lives from the income of his job. Wh owns the factory? Who owns the job? Th employer is protected from being deprived o his means of living (property or factory) b the government with troops if necessary. Ar the laborers protected from being deprived o their means of a living (their jobs) in case th employer sees fit to fire them, close down th factory every few days, or make unreasonabl conditions of work? Is this fair?" Discuss an criticize.

4. Another publication states: "Laborers can no get something without working for it. Labor ers get as much as they produce. We can no pay them more than they produce. You can no get blood out of turnip." Discuss and criticize

II.

5. Why do laborers organize unions?
6. What is the significance of collective bargainin for wages rather than individual bargainin with the employer?
7. Unions striking were once considered illegal an their members punished. How do you accoun for the fact that unions and strikes without vio lence have been made legal?
8. Do you know of cases where unions have abuse their power?
9. The National Coal Operators Association is union of mining employers. There is an em ployers' association in each of the important in dustries. Can you explain the purpose of these

III.

10. When the employees and employers can no agree on wages and conditions of work, why no keep hands off and let them both refuse to dea with each other since they are both losing mone every day of the strike and must sooner or late come to terms?
11. Kansas is the only state where strikes in cer tain industries are illegal. A state industria court arbitrates disputes. Why has not the na tion as a whole adopted this long ago? Discus the advisability of such a plan.
12. Are the employers justified who say: "This i my business, I will hire and fire as I please No arbitrators nor the government can tell m what I shall do with my property"?
13. Are the laborers justified in their opposition t arbitration because they say that the arbitrator or government officers are more frequently ap to sympathize with and have the viewpoint o the employers?

14. From your newspaper reading can you tell why the government did not sentence or punish the employers and employees who refused to obey the recently established railway labor board which was established to bring about compulsory arbitration in the railroad industry?
15. What do you think of compulsory investigation and publicity before strikes are permitted as a device for meeting the problem of the strike?

ESSENTIALS IN EDUCATION

Chapters 7-8

1. What is the difference between memorizing a thing and understanding it? Which is more valuable?
2. How can the teacher find out how the pupil studies?
3. Give an example of a pupil who used a peculiar or inefficient method of studying.
4. State any facts you may have to show that modern plans of supervised study improve the character of the work or lessen failure.
5. Why is supervision of study essentially a teaching problem?
6. Discuss the principles of apperception in its application to this topic.
7. Discuss the relation of diagnostic tests to supervised study.
8. Name some of the mental habits that should be carried over into later life.
9. Discuss the relative merits of local and federal control of education.
10. Give all the arguments you can for the organization of a Bureau of Education with a Secretary in the President's Cabinet. Give arguments against it.
11. Point out the changes in education due to the growth of division of labor in American life.
12. What aims of education show that it is a community enterprise?

FIFTH INSTITUTE

BRIGHTNESS AND DULLNESS IN CHILDREN

Chapter VIII. Simple Mental Processes

1. Distinguish between special ability or talent and intelligence. Can you give illustrations of children not above average in intelligence who possess superior talent in one or more respects?
2. What fundamental processes of mind have been singled out by psychologists as constituting the essence of intelligence? What objection is there to defining intelligence as "the ability to catch the point" or as "the ability to solve new problems"?
3. Describe a number of tests of sensory discrimination.
4. What is meant by a correlation between intelligence and any specified mental test? What is the meaning of a correlation of 100 per cent.? Of one of zero? Of one between zero and 100 per cent.?
5. Is the correlation between sensory capacity and intelligence, on the whole, high or low? Which sensory tests show the least and which the most correlation?
6. In what tests are Englishmen superior to less civilized races? In what tests inferior? Can you account for the fact that the tests in which the more civilized races are superior are the ones which correlate best with intelligence?

Chapter IX. Association, Memory and Attention

7. Give your class a free association test, using the ten words on p. 175, and compare the most frequent response with that given in the table. If children's association frequency tables are available, determine whether more than 25 per cent. of any child's responses fail to occur in these tables. Any such child should be given a special mental examination. Discuss results with your colleagues.
8. Describe three methods of testing memory. Give your class a group test for memory span for digits and for words (see p. 183). How is the memory ability of those who do the best and the worst reflected, if at all, in their school work?
9. Define attention. State in full what is meant by good attention?
10. Judging from their correlation with intelligence, rank the following according to their educational value: training in the sense of touch; in pitch discrimination; memory; attention.

HOW TO MEASURE

Chapter V

1. What is the importance of silent reading?
2. Has silent reading received proper emphasis in our schools in the past? Justify your answer.
3. What is the primary importance of oral reading?
4. What can we measure in reading?
5. What tests are available for this purpose?
6. When a class is low in comprehension what may be the causes?
7. Indicate how these causes may be removed.
8. When the class is low in oral reading, what would you do?
9. What are the values of a vocabulary test?
10. Outline a plan whereby a teacher may overcome poor word knowledge.

CHILDREN'S LITERATURE

Section VII. Poetry

1. Why should the teacher read or recite to pupils poetry that is represented as literature? (Pp. 269-270.)
2. Give the names of two authors who wrote poetry for the entertainment of children before the year 1850. (Pp. 271 ff., 392, 400.)
3. Identify the characters in "Who Stole the Bird's Nest?" (No. 278.)
4. Where and about when did Robert Louis Stevenson live, and what are the titles of three books he wrote for children? (P. 381.)
5. Regarding A Child's Garden of Verses, tell the name of the author, the titles of five of the poems, and the reason this book is important in the history of juvenile literature. (Pp. 381ff.)
6. Compare and contrast the subject matter of juvenile verse produced before 1850 with that of Robert Louis Stevenson's verse, considering child-play and nature.
7. Quote a poem from A Child's Garden of Verses. (Pp. 381ff.)
8. Give the titles of two juvenile poems by Eugene Field. (Pp. 385-386.)
9. Where and about when did James Whitcomb Riley live, and what is the nature of his juvenile verse? (Pp. 387-389.)
10. Give the titles of four poems, exclusive of "Mother Goose," appropriate for use in each of the primary grades. (Pp. 14, 371ff.)
11. Who was the author of Sing-Song, and what is the nature of the book? (Pp. 394-395.)
12. Who was the author of Songs of Innocence, and where and about when did he live? (P. 400.)

13. Give the names of two writers of nonsense verse for children and the title of a book or poem by each. (Pp. 403-406.)
14. Where and about when did Henry W. Longfellow live, and what are the titles of two of his poems suitable for children? (P. 408.)
15. Name the authors of the patriotic poems, "Concord Hymn" and "Old Ironsides." (Nos. 364 and 366.)

THE UNITED STATES IN OUR OWN TIMES

Chapter XVI. "Big Business" and the Panama Canal

1. Compare Theodore Roosevelt with Andrew Jackson.
2. Discuss the trust problem.
3. "Men were beginning to see that political equality is a poor thing unless accompanied by something approaching equality of economic opportunity." Discuss.
4. What was Roosevelt's policy toward the trusts?
5. How did he settle the coal strike of 1902?
6. Do you think that Roosevelt understood the Kaiser and the kind of arguments that had force with him?
7. Why has the United States found it necessary to assume protectorates over certain Latin-American states?
8. Explain the term, "Roosevelt Corollary to the Monroe Doctrine."
9. Sketch the events leading up to our acquisition of the Canal Zone.
10. What will be the probable future importance of the canal?
11. Candidates and issues in the campaign of 1904.

Chapter XVII. Roosevelt's "Second" Term

1. Compare Roosevelt's conception of the presidency with that of Taft.
2. Explain his theory of foreign affairs.
3. Our relations with Japan under Roosevelt.
4. Who were the "muck-rakers"?
5. "The years of Roosevelt's rule will always be notable for a revolution in the attitude of Americans toward financial and political matters." Discuss.
6. What evils were the Pure Food Laws designed to remedy?
7. Discuss the results of the anti-trust suits against the Standard Oil Company and the Tobacco Trust.
8. Name some of the phases of the movement in behalf of social justice for workers.
9. The conservation movement was one of the greatest constructive ideas in American history. Discuss.

10. What pledges were made by the Republicans in 1908 regarding tariff revision?
11. The character and achievements of Theodore Roosevelt.

Chapter XVIII. The New West

1. Importance of railroads in the development of the West. The careers of Harriman and Hill.
2. The Reclamation of Arid Lands. The Carey Act. The Newlands Reclamation Act. Future possibilities.
3. Why is the West less radical than formerly?
4. The Problem of Alaskan development.

RURAL SCHOOL MANAGEMENT

Chapter 10. Securing Attendance at School

1. (a) Explain the "civic" importance of regularity of attendance.
   (b) Show how non-attendance involves economic waste.
   (c) How does irregularity of attendance affect the work of the school?
2. What are the more common causes of irregularity of attendance?
3. Criticize the usual type of compulsory attendance law.
4. Explain two methods of apportioning state school funds.
5. Compare these methods as to effect on school attendance.
6. Describe two types of attendance contests. Plan such a contest between your school and another school for a month.
7. State three ways of making the school interesting to pupils.
8. Compute the economic loss to your district, due to non-attendance, using the attendance record for any given month.

Chapter 14. School Records and Reports

9. What records are usually kept and what reports made by the school? What purposes may they serve? Why do they frequently fail to accomplish these purposes?
10. What is a school census? How is it usually taken? What uses should be made of the school census?
11. Give the advantages of the cumulative card system of keeping records.
12. What library records should be kept in the school?
13. How increase the value of monthly and term reports?
14. What method of reporting pupils' grades to parents do you prefer? Why?

15. What uses of the school census (enumeration) are made in your school? What other uses should be made of it?
16. General Discussion.

ELEMENTS OF POLITICAL ECONOMY

Money and Banking (Chapters 9, 14, 15, 27, 28, 29, 30, 31, 32)

I. Money and Prices.
II. Money and the Government.
III. Federal Reserve System (of Banks).

Discussion Period Exercise

Aside from gold and silver coins, there are seven kinds of paper money in circulation: gold certificates, silver certificates, greenbacks (U. S. Notes), Treasury Notes of 1890, National Bank Notes (having names of specific local banks), Federal Reserve Notes, and Federal Reserve Bank Notes. Secure them and allow each one to examine.

I.

1. Does a bank manufacture money? How does it make profits?
2. How does the fact that foreign obligations are always settled in gold bullion by weight affect our money system?
3. A bushel of wheat will not feed any less people today than during the war period, yet its price is only half what it was during the war period. Explain.
4. If by the discovery of gold mines, the supply of gold is increased, how does that affect prices in general? If through an increased demand for gold for industrial purposes the market value of gold increases what would probably happen to prices in general (which at present are always quoted in terms of gold dollars)?

II.

5. What is fiat money? Give an example.
6. What is Gresham's Law? Example of its operation.
7. Normally five marks in Germany are approximately equal to one American dollar. At the present writing, it requires five hundred marks to equal one dollar. Can you explain?
8. In Russia an American recently paid 21,000 rubles for a five days' stay at a hotel. Normally it would have been fifteen to twenty rubles. Can you explain?
9. Why is all money in the United States "as good as gold" now?

III.

10. Describe the Federal Reserve System adopted in 1913. Particularly what is meant by the redis-

counting of commercial paper for local member banks?

11. How can a local national bank increase its supply of money?
12. "Periods of prosperity are dependent upon effective demands for the goods of industry. Effective demand is dependent upon the desire and purchasing power of people." How does the Federal Reserve Board regulate the purchasing power of the people who would borrow money (i.e. cash or credit for expanding their business)?
13. How is the Federal Reserve System supposed to function with reference to money panics and industrial crises?

ESSENTIALS IN EDUCATION

Chapters 9-10

1. What are the chief functions of supervision?
2. Discuss relation of supervision to division of labor.
3. Name some objections to supervision.
4. What are the characteristics of good supervision?
5. What contribution to supervision has been made by the modern scientific movement in education?
6. Why is supervision largely a human problem?
7. What should be the attitude of teachers toward supervision?
8. What should be the training of a supervisor?
9. How much should be spent for supervision in comparison with the amount spent for teaching?
10. To what extent is supervision made necessary by the inadequate preparation of teachers for their work?
11. What per cent. of the illness endured by humanity is preventable?
12. What are some of the necessary prerequisites to disease prevention?
13. Discuss the relation between public health and expenditure for health.
14. How can the public schools improve public health conditions?
15. What can the school do toward protecting the health of its pupils?
16. To what extent is education nullified by preventable physical defects?
17. What provisions are made in modern school buildings for the physical well-being of pupils?
18. What is the work of the school nurse?
19. How much per pupil should a district spend for health supervision?
20. To what extent is the health of pupils the concern of the school?

SIXTH INSTITUTE

BRIGHTNESS AND DULLNESS IN CHILDREN

Chapter X. Complex Mental Processes

1. Enumerate a number of the mental processes entering into reasoning. Can you suggest exercises for formal drill in these processes? What are the conditions necessary for good reasoning?
2. Is reasoning-ability the same thing as intelligence? Give reasons for your answer.
3. Have you ever noticed, in any of your pupils, weakness in any of the instinctive tendencies? If so, describe in the case of each child the nature of the observed shortcomings and, if possible, relate them to the general character shown by the child.
4. How are instincts related to emotions? To will?
5. Describe some of the chief variations shown by children in traits of will. What constitutes an efficient will? What exercises can you think of for encouraging the development of the right sort of will?

Chapter XI. Mental Organization

6. State three theories of mental organization, or of the interrelationship of mental traits.
7. Summarize the leading facts established concerning the localization of cortical functions. (In this connection review pp. 64 and 72).
8. Describe Spearman's "two-factor" theory. If Spearman's theory were true, would it be possible to speak correctly of training one's memory, one's power of attention or one's ability to reason? Explain how, according to the author's multifactor theory, a child could have a good power of attention, and yet have great trouble in keeping his attention on his study-books.

HOW TO MEASURE

Chapter VI

1. Why is it difficult to measure composition?
2. Why has it been difficult to construct a scale to measure composition?
3. What can be measured in composition?

4. Criticize the Nassau County Supplement to the Hillegas Scale from the standpoint of its practicability for classroom use.
5. How would you explain the low scores in the fourth and fifth grades in the schools reported in Table 39?
6. Suggest ways of remedying this situation.
7. What is measured by the Willing Scale?
8. What are advantages of a scale like the Willing Scale over the general merit scale like the Nassau County Extension to the Hilligas Scale?
9. Suggest way of dealing with a situation similar to that found in the class reported in Table 45.
10. What are the values of the teacher's composition scale?

CHILDREN'S LITERATURE

Section VIII. Realistic Stories

1. Why may the period from 1765 to 1825 be called the Didactic Period in juvenile literature? (P. 443.)
2. Name three authors of the Didactic Period of juvenile stories and give the title of a story by each. (Pp. 445-457.)
3. Who was the author of Goody Two-Shoes, and what was the date of its publication? (P. 442.)
4. Show how the story Goody Two-Shoes illustrates Goldsmith's theory regarding the proper use of child-play and nature in the education of children. (No. 378.)
5. What is the general plan of Evenings at Home? (No. 379 and the note.)
6. Show how Maria Edgeworth formed a unified plot for "Waste Not, Want Not" by means of the whipcord incident. (No. 381.)
7. Why should the teacher tell the history of the Prince Imperial of France before reading or telling the story of "Jackanapes"? (P. 477.)
8. Regarding Juliana Horatia Ewing, tell where and about when she lived, and why she is important in the history of juvenile literature. (P. 477.)
9. Do you think Jackanapes did right in giving his life to save that of Tony Johnson? (No. 382.)
10. How might the story "Betty's Ride" and the first part of Major's "The Big Bear" be used to supplement the pupil's work in American history? (No. 383 and 384.)
11. Give the titles of four Christmas stories suitable for intermediate and upper grades. (P. 505.)
12. Name the authors of the following books: Goody Two-Shoes, Evenings at Home, Jackanapes, and The Bears of Blue River.

THE UNITED STATES IN OUR OWN TIMES

Chapter XIX. The Progressive Revolt

1. Taft's difficult political task.
2. What were the criticisms of the Payne-Aldrich Act?
3. What were the political aspects of the Ballinger-Pinchot controversy?
4. "It was an age of unrest, of striving for things unattained, perhaps unattainable." Explain.
5. Name some of the devices by which some people hoped to obtain more direct government?
6. How was the stand-pat ring in the House of Representatives overthrown?
7. Roosevelt's "New Nationalism."
8. Why did Canadian reciprocity fail?
9. Name the constructive achievements of Taft's administration.
10. The Progressive movement against Taft.
11. How did the Progressive party come to be formed? What were its principles?
12. The contest for the Democratic nomination.
13. Results of the election of 1912.

Chapter XX. The "New Freedom" and "Watchful Waiting"

1. Why was Bryan made Secretary of State?
2. Which section of the country was in control under Wilson?
3. "The New Freedom."
4. The Underwood Tariff Act, the new anti-trust acts, and the Federal Reserve system.
5. Wilson's policy with regard to Mexico.
6. Wilson's attitude in 1914 toward the World War.
7. The first reactions of the war upon America.
8. The pacifists and the pro-Germans.
9. Submarine warfare and the destruction of American lives.
10. Why did we not get real "preparedness"?
11. Foreign relations in the campaign of 1916.
12. What were the German motives and hopes when they declared for a renewal of unlimited submarine warfare?
13. What was Wilson's policy of "Armed Neutrality"?

RURAL SCHOOL MANAGEMENT

Chapters 11-12. School Incentives and Discipline (Assign to two teachers)

1. Define and illustrate "incentive." State the functions of school incentives.
2. Explain the two kinds of functions of school subjects.

3. Distinguish between mediate and immediate interests.
4. Distinguish between positive and negative incentives.
5. Criticize the classification of incentives as natural and artificial.
6. Define and illustrate "specific" incentives.
7. Make a list of the immediate interests of children that may be used as specific incentives.
8. Show how specific incentives can be secured for the study of (1) agriculture, (2) sewing and cooking, (3) manual training.
9. Define "generic" incentives, and list those which are (1) permissible, (2) objectionable.
10. In what does good school government consist, and what ends are attained through it?
11. Enumerate the more common causes of disorder in school.
12. List the disciplinary agencies discussed in previous chapters.
13. What elements in the teacher's personality make for good school discipline?
14. Give objections to the use of a set of "rules and regulations" in the school.
15. State the functions of punishment in school, and distinguish between an objectionable and a desirable form of punishment.
16. Discuss detention of pupils as a form of punishment.
17. Think of your favorite teacher and name the elements of his or her personality that you admired most as a pupil.
18. General Discussion.

ELEMENTS OF POLITICAL ECONOMY

International Trade (Chapter 28)

I. Trade Profitable to Both Parties.
II. Protective Tariff.
III. Free Trade.

Discussion Period Exercise

Assign in advance to two persons opposite sides of the protective tariff question. Allow five minutes for a defense of each side.

Questions for Study and Discussion

I.

1. Does one party to a trade always get "the worst of the deal"?
2. Why might it not be more profitable for a mechanic not to make his own shoes even if he did know how and had the tools? Would it pay a lawyer to be his own stenographer? Why?

3. Would it pay a nation to produce all its own goods for consumption?

II.

4. The protectionists maintain that a tariff is necessary to protect us against the low European standard of living. Can you explain this argument?
5. Who pays the tariff duties ultimately?
6. Will a low tariff or a high tariff bring the most revenue to the government from this source? Which of the two will give the most protection to our manufacturers against foreign competition? Can these facts be reconciled?
7. Show how the tariff was beneficial during the war of 1812.

III.

8. What is a tariff for revenue only?
9. "A protective tariff takes money from some people in the United States and gives it to others." Explain.
10. "If we want to protect our industries, we should not use a tariff but give a straight cash bonus or subsidy direct to our manufacturers." Explain.
11. List five arguments for and five against the protective tariff.

ESSENTIALS IN EDUCATION

Chapters 11-12

1. Give reasons why a pupil should be given marks or grades on his work.
2. Discuss the difference in marks due to variations in teachers' standards.
3. Discuss relative importance of quantitative and qualitative marking systems.
4. Describe plan of relative ranking. What objections does it eliminate?
5. Show the help to be obtained from standard tests.
6. Name some defects of the ordinary type of report card.
7. Formulate the characteristics of a satisfactory report card.
8. What is meant by slow progress? How does it differ from retardation?
9. What is the average amount of slow progress and retardation in a city school system?
10. How can a satisfactory marking system help the pupil's progress?
11. Discuss relation of a good building to a good school.

12. In what respects are modern school buildings superior to those of a few years ago?
13. Name some changes in the course of study which have necessitated changes in school buildings.
14. Discuss the provisions of the Indiana Sanitary Schoolhouse Law in regard to lighting and ventilation.
15. What are the N. E. A. building standards? How can they be used to advantage?
16. What improvements have been made in school furniture in recent years?
17. Discuss the feasibility of homemade apparatus and equipment.
18. To what extent should the school building be adapted to community uses?

SEVENTH INSTITUTE

BRIGHTNESS AND DULLNESS IN CHILDREN

Chapter XII. Heredity and Environment

1. Define heredity and distinguish it from environment. Explain why a child can inherit a trait manifested by neither of his parents.
2. Describe the meaning of the concept, "normal environment." When can a mental trait be said to be inherited?
3. How can the method of correlation be used to determine whether a mental trait is due to heredity? (Concerning the meaning of correlation, see pp. 152ff.) What is the logic of the pedigree method?
4. What were the findings of Pearson, Schuster and Elderton, Woods, Earle, and Thorndike? What do these investigations prove? What possible environmental causes of correlation do these investigations fail to exclude (see bottom page 240)?
5. What does the pedigree method prove concerning the cause of feeble-mindedness? Make a list of the causes of feeble-mindedness other than heredity. Does a single one of these causes operate after the age for entering the first grade?
6. Is not one's brightness, whether superior, medium, or dull, determined by heredity or environmental factors acting before school age? Outline all lines of evidence in support of your conclusion.
7. Do the facts and conclusions of this chapter cause you to alter at all your view of the possibilities of education or of its purpose? Is a boy who goes through a university any more intelligent than the same boy would be if he did not go? Substitute "the grades" for "university" in the preceding question, and see whether the substitution in any way alters your answer? Why cannot the school change a dull boy into a bright one?

HOW TO MEASURE

Chapter VII. Measurement of Drawing

1. Each teacher is advised to collect drawings from pupils for two or three weeks. Then by the use of the Thorndike Scale endeavor to rank these according to merit.
2. It will be interesting and instructive if each teacher in the institute will do this, arranging

the same before the institute in the form of an exhibit. Even without previous training and practice, it will be evident that the scale has helped in arranging the samples according to merit.

3. Assign to some one especially interested in the mathematics of scale derivation the explanation of the discussion on pages 183 to 186. The mathematics of scale construction is a little difficult, but it is perfectly good mathematics. The suggestion which teachers may get from this discussion is that education is rapidly getting onto a scientific basis.
4. If there should be in the institute a teacher or supervisor especially interested in drawing, she may desire to undertake the construction of a rough scale in some particular line as suggested at the top of page 187. Such a tentative scale for watercolor work would be very interesting to the members of the institute and would show the possibility of constructing a scale to cover that particular phase of drawing work.

Chapter VIII. Other Grade Subjects

1. Do you see the difference between measurement in a simple tool subject, like arithmetic or spelling, and measurement in a content subject such as history? It were inadvisable to say that satisfactory tests will never be made in history, but you see that there is here a much more difficult problem? Do you see that a test on the facts of history, as they appear in the usual text book would not be a test of history? It is probable that the method of research into present-day questions which one should gain from the study of history is much more important than all of the facts previous to the date 1775. The teacher is warned therefore in making use of history tests now available that they should not be permitted to further reduce the history work to mere routine or a mere fact basis.
2. Assign to some teacher or group of teachers in the institute the task of getting a copy of the Hahn-Lackey Geography Scale mentioned on pages 202-203, testing out the same in their schools and reporting to the institute. It will be observed that the authors regard the Hahn-Lackey Scale as of doubtful value because it places undue emphasis upon facts.
3. Notice how the Boston Tests in Geography, pages 204-207, closely correlate facts and reasons, placing the main emphasis upon principles and reasons underlying the facts. Since geography is a content subject and in the long run

is useful only as it permits one to think out into the world of business and affairs in an understanding way, it is doubtful if any scale which emphasizes facts merely should ever be accepted as a satisfactory scale.

4. Language tests are easily possible, since language is a tool. The Charters Pronoun Test is very satisfactory for pronouns. The World Book Company has recently made available a more comprehensive language test, namely the Wilson Language Error Tests. It is suggested that some member of the institute secure copies and try out the Wilson Language Error Tests in his school, reporting the same to the institute. The effort to secure satisfactory language tests has continued for a number of years. It is believed, however, that the Wilson Language Error Tests will be used as extensively as are the spelling and arithmetic tests. They emphasize the fundamentals of language and therefore direct emphasis to the right phases of language work.
5. Grammar tests to date are not satisfactory. Teachers are urged to read reference 15 at the close of the chapter. This study by Dr. Hoyt, was made in Indianapolis when he was assistant superintendent of schools under Dr. Kendall. The general tendency now is to omit formal grammar from the grade work.
6. The Seashore Tests for musical ability are so accurate that they are almost in a class by themselves. They detect musical ability. A set of these tests, now available in phonograph record form, should be placed in every school system. The pupils of unusual ability should be discovered and encouraged. Those with practically no musical ability should be relieved from further torture.

Chapter IX. Measurement of High School Subjects

1. If there are no high school teachers in the institute, it is suggested that Chapter IX be merely assigned to a member of the institute and reported upon for general discussion with no attempt at making use of the tests.
2. It will be evident to all that the simple tests in algebra emphasize the fundamentals and, if used, will help to eliminate the unreasonable requirements of some teachers.
3. Particular attention is called to the diagnostic tests mentioned on page 221. These tests are prognostic in their nature and, while not as accurate as the Seashore Tests in music, they have very great possibility and should be used to pick out the pupils of unusual mathematical

ability. Pupils with little or no capacity for work in mathematics should be urged to choose their electives in other lines.

4. The commercial tests mentioned on page 224 are most valuable for use in a commercial department of a high school. Most commercial work calls for mechanical results, and before pupils are permitted to graduate they should reach certain standards. These tests will aid teachers in securing these desirable results.

CHILDREN'S LITERATURE

Section IX. Nature Literature

1. What distinction should be made between fables and nature literature stories? (Pp. 264, 511-512.)
2. Give the titles and authors of three books of nature literature suitable for the primary grades and six suitable for intermediate and upper grades. (Pp. 14-15, 513-566.)
3. What kind of nature stories did Albert Bigelow Paine write? Give the title of one. (No. 388 and p. 511.)
4. How might a grade teacher use Dallas Lore Sharp's "Wild Life in the Farm-Yard" to introduce language work based on the habits of domestic animals? (No. 389.)
5. Name the titles and authors of three dog stories suitable for children. (P. 510.)
6. How might Olive Thorne Miller's "Bird Habits" be used as a basis for language work in the third and fourth grades? (No. 393.)
7. What surprising facts regarding the habits of salmon do you find in David Starr Jordan's "The Story of a Salmon"? (No. 395.)
8. Give the titles of three nature-story books by Rudyard Kipling. (P. 562.)
9. Give important facts regarding the life and literary work of Charles G. D. Roberts. (P. 566.)
10. Who was the author of each of the following books: The Children's Book of Birds, The Call of the Wild, Just-So Stories, Peter Rabbit, Kings in Exile? (P. 510.)

THE UNITED STATES IN OUR OWN TIME

Chapter XXI. America Enters the Great War

1. Why did America enter the war?
2. Summarize the course of events up to the time of our entry.
3. Why was one of the weeks of April, 1917, "perhaps the blackest week of all modern history?"

4. "We are confronted with the greatest task of improvisation in all our history." Discuss.
5. Why was it possible for us to spend more than a year in preparation before we took any considerable part in the fighting?
6. The conscription act, officers' training camps, the building of ships, the work of the navy, American troops in France, food conservation, the aircraft scandal, the coal situation, the railroads.
7. How was the war financed?

RURAL SCHOOL MANAGEMENT

Chapter 15. The School as a Social Center

1. What is a social center? What community needs does it aim to supply?
2. Why should the school be the social center for the community?
3. Distinguish between "organized" and "unorganized" types of social center work. What unorganized social activities may be conducted by the school?
4. State six things that should be observed in conducting a community meeting at the school.
5. Tell how literary society meetings should be conducted.
6. What types of young people's organizations may be used in social center work?
7. State the nature and value of a farmer's club.

Chapter 17. Boys' and Girls' Clubs

8. Explain the meaning of boys' and girls' club work.
9. (a) How is agricultural club work educative for country boys and girls?
   (b) How does it affect the conditions of country life?
   (c) How does it affect the relation of the school to the homes in the district?
10. What difficulties are usually encountered? How may these be overcome?
11. What preliminary preparation should be made before attempting to organize a club?
12. How would you proceed to get the boys and girls enlisted in club work?
13. Illustrate the method of carrying on a club project.
14. From whom can you get the help you need to conduct a club in your district?
15. General Discussion.

Socialism (Chapter 25)

I. Economic Doctrines of Socialism.
II. Bolshevists' Experiment.
III. Criticism of Socialism.

Special Report for Discussion Period

If possible assign sufficiently in advance a special report on Amana, Iowa—A Communistic Colony. (Encyclopedia or preferably editorial in Indianapolis Star for May 21, 1922.)

Questions for Study and Discussion

I.

1. Socialism does not contemplate equal division of all wealth but it does advocate government ownership and operation of all industries. How do you suppose wages would be determined? Interest? Prices?
2. "At present our principle in economic life is: To each as little as possible and from each as much as possible, or in other words, get all you can and keep all you can. The Socialists' principle is: To each according to his need and from each according to his ability." Would this be practicable? Why?
3. "All value of an article is due to the labor exerted in producing it (wealth), therefore the total income of industry should go to those who produce the value, i.e. the laborers." Criticize.
4. "Capitalists are highway robbers; they take part of the laborers' wages in the form of profits." Criticize.

II.

5. According to newspaper reports, what are the results of the Russian experiment in Socialism?
6. Why do you suppose that the Soviet government recently invited foreign capitalists to Russia since "Capitalists are robbers"?

III.

7. Would man work to his best efficiency, if in advance the satisfaction of his needs was guaranteed?
8. Why is a portion of the laboring class so bitter against the capitalist and employing class?
9. If this bitterness continues to grow, do you suppose that it will result in serious disruption? Propose steps whereby this growing antagonism can be stopped.
10. What advantages can you see in government operation of industries? Point out some serious defects of such a theory in practice.

ESSENTIALS IN EDUCATION

Chapters 13-14-15

1. What is the statistical method in education?
2. To what two departments of education does the statistical method especially apply?
3. What is a standard test? How is it made?
4. How can a variable quantity be measured?
5. Outline the steps in scientific method.
6. Give an illustration of the solution of an educational problem by the use of the statistical method.
7. Discuss some of the defects of examinations as a measure of pupil's attainment.
8. What elements of education cannot be measured?
9. Of what use to the teacher is the scientific method?
10. What have standard tests shown in regard to range of ability? Do these tests chiefly show individual or group ability?
11. What is meant by the "industrial revolution"? What is its cause?
12. Outline the effect upon our civilization caused by scientific invention and discovery.
13. What are some of the effects upon civilization of the substitution of machine for hand labor?
14. What is the effect upon civilization of the division of society into classes or blocs?
15. What effect has machine labor had upon apprenticeship?
16. What effects has the industrial revolution had upon education?
17. What has been the effect of specialization upon teaching?
18. What are the advantages of systematizing the work of education?
19. Discuss the value of education as a co-ordinating and harmonizing factor in society.
20. What is the chief purpose of education today? In what respect has the purpose changed from that of colonial days?
21. Discuss the shortcomings of American education as revealed by the World War.
22. What is meant by "learning by doing" or "education by participation"? How has education been modified by this idea?
23. Outline arguments for the liberal financial support of education.
24. State the purposes which a national department of education should fulfill.
25. What is the teacher's responsibility in the working out of a national program of education?

EIGHTH INSTITUTE

BRIGHTNESS AND DULLNESS IN CHILDREN

Chapter XIII. The Organization of Education

1. If a child's mental capacities are determined by factors acting before he enters school, how would you formulate the object of education? What information is needed to accomplish this object?
2. What are the arguments for giving very dull and very bright children an education different from that suited to average children?
3. Describe some of the systems of school organization that have been adopted in order to make adequate provision for individual differences in brightness? How is the problem created by individual differences in brightness met in your own community? What feasible improvements, if any, can you suggest?
4. What measures have been proposed for dealing with the problem presented by our considerable feeble-minded population?

Chapter XIV. Educational Methods

5. Describe the procedures of the physiological method. Can you formulate the fundamental principles of this method? How do you account for its apparent success with the feeble-minded?
6. Describe some of the experiments made in the education of very superior children. How do you account for the remarkable results obtained?
7. Illustrate, in the case of attention, what is meant by the training of a mental capacity. Describe five ways of making an appeal for attention.
8. Describe in detail how you attempt to adapt your teaching methods to such individual differences in intelligence as may exist among your own pupils.

HOW TO MEASURE

Chapter X. Measurement of General Intelligence

1. What are the disadvantages of classifying children on the basis of their chronological ages?
2. Give evidence to show that waste results from such classification.
3. What does the general intelligence test measure and how expressed?
4. Describe briefly the first test used for this purpose.

5. Give evidence to show that the general intelligence test can be used to advantage in the placement of children.
6. Contrast the merits of the Binet-Simon test and the Otis Group Intelligence Test.
7. When and by whom should each be used?
8. Criticize the Otis Group Intelligence Test from the standpoint of its ability to measure the traits of individual children.

CHILDREN'S LITERATURE

Sections X-XI. Romance, Cycles, and Biography

1. Regarding The Arabian Nights' Entertainment, tell the nature of the book, where the story originated, about when the stories were brought together into a collection, and when the book was first translated into European language. (P. 579.)
2. Is the story "The Battle Between the Fox and the Wolf" a satire upon a custom of chivalry? (No. 400.)
3. Regarding Le Morte D'Arthur, tell the nature of the book, the name of the compiler, and about the time it was published. (P. 594.)
4. What incident caused Arthur to be chosen king? (No. 401.)
5. How did Arthur get the famous sword Excalibur? (Pp. 601-602.)
6. Regarding Don Quixote, tell the name of the author, the nature of the book, and where and about when it was written. (Nos. 405-411.)
7. With what people did the Robin Hood stories originate, and what historical event have they as a background? (Nos. 413 and 414.)
8. What are folk ballads? (P. 628.)
9. Who or what was each of the following: Merlin, Sherwood Forest, Don Quixote, Excalibur, Morgiana?
10. Tell the title and author of a biographical story of each of the following persons that would be suitable to recommend to pupils in the intermediate and upper grades: Abraham Lincoln, George Washington, Christopher Columbus, Benjamin Franklin, Florence Nightingale.
11. What was the nature of the contract that Columbus made with Queen Isabella? (P. 642.)
12. What are the titles of three important juvenile books by Horace E. Scudder? (P. 642.)
13. What experience qualified Helen Nicolay to write a biography of Abraham Lincoln? (P. 655.)
14. Tell some important facts regarding the life of Anna Howard Shaw. (P. 655.)
15. How might biographical stories be used as a basis for language work in the upper grades?

Chapter XXII. Campaigns of 1918

1. The military situation at the end of 1917.
2. Effect of Russia's withdrawal.
3. German peace efforts.
4. Germany's final bid for victory: the offensives of March to July, 1918.
5. The Italian victory of June, 1918, and the arrival of American troops in vast numbers enable Foch to assume the offensive.
6. The great counter-offensives of July 18 and August 8.
7. The first separate American effort.
8. What effect did the Allied victories in the Balkans and in Palestine have upon the course of the war?
9. The battle of the Hindenburg Line.
10. Germany asks for an armistice.
11. What were the Fourteen Points?
12. What were the chief terms of the armistice?

Chapter XXIII. The Peace Conference

1. What bearing did the Republican victory of November, 1918, have upon the peace situation?
2. What were some of the chief peace problems?
3. Why did Wilson insist upon making the League of Nations Covenant a part of the peace treaty?
4. Summarize the terms imposed upon Germany.
5. The menace of Bolshevism.
6. Why did the treaty fail of ratification by the Senate?

Chapter XXIV. A Golden Age in History

1. Do you think that it is true that we are living in a period of unusual interest?
2. Increase in population and wealth.
3. The concentration of great wealth in a few hands.
4. "Populism, progressivism, socialism, Bolshevism, were all manifestations of a new struggle for human rights." Discuss.
5. Changes in the distribution of population.
6. What are some of the effects upon American life and ideals of recent immigration?
7. The negro problem.
8. National prohibition.
9. The woman's rights movement.
10. Education, publishing, literature, and art.
11. "In theoretical science great strides had been made, but America still lagged somewhat behind Europe. In applied science, however, Americans were unsurpassed." Discuss.
12. Triumphs won by American explorers.
13. "To that which is good in our institutions we should hold fast with a firm grip, for it is the priceless heritage of all the ages."

Chapter 13. Measuring Results of Teaching

1. Why measure the achievements of pupils in their studies?
2. What difficulties arise in measuring the results of teaching?
3. Why are examinations not an accurate measure of the achievements of pupils? How may they be of value?
4. Are daily recitations a reliable measure of a pupil's knowledge of a subject? Why?
5. Criticize the practice of trying to grade every recitation a pupil makes.
6. What are the main functions of daily recitations?
7. What is meant by an objective standard? Illustrate. How do objective standards differ from (1) examinations, (2) recitations?

Chapter 16. Types of School Organization

8. Name and explain the three types of school organization.
9. What are the advantages and weaknesses (a) of the district unit, (b) of the township system?
10. What are the four main features of the county unit system?
11. What do you regard as the most important advantages of the county unit system?
12. Name and explain the different types of consolidated schools. How is the consolidation of schools actually effected?
13. What, in your opinion, are the most important benefits derived from the consolidation of schools?

Chapter 18. The Teacher and Her Work

14. Why should a teacher have a clear notion of his relations to the community?
15. What are the functions of a rural teacher?
16. Why do many rural districts have difficulty in getting and retaining good teachers?
17. (a) What academic qualifications should the teacher have? Why?
    (b) What is meant by "professional" preparation?
    (c) What should the professional training of the teacher include?
18. What means are now employed for the training of rural teachers?
19. What steps should rural communities take with a view to getting and retaining good teachers?

Chapter 19. Summary

20. State seven principles of school management and measure the need of improvement of your school in the light of these principles.

General Discussion.

III

APPENDIX

MATTERS OF IMPORTANCE ESSENTIAL TO THE CONDUCT OF THE INSTITUTE

HEALTH NEEDS OF THE SCHOOL CHILD

Prepared by Ada E. Schweitzer, M. D., F. A. C. P., Director of Division of Infant and Child Hygiene, Indiana State Board of Health

1. Environment

Air—(Freshness and Temperature)—

The child needs fresh air of correct temperature—neither too warm nor too cold—more attention is usually given to heating the air than to keeping it cool. Every schoolroom and hall should be completely flushed with fresh air at least twice a day—early in the morning and immediately after being vacated in the afternoon. If possible doors and windows should also be opened wide at noon between sessions. Children need the stimulus of fresh air.

Light—

Light should be evenly diffused throughout the rooms. Few lighting systems accomplish this. Does yours? Or does some child sit with an intense light shining in his eyes, while another peers about in a gloomy corner?

Water—

The drinking water should be pure, abundant, and easy of access. Insanitary conditions either in procuring or using should not be tolerated.

Properly stored paper drinking cups, which may be thrown into a water-tight container after use are preferred to "individual" drinking cups carried in the pocket of the owner along with marbles, stones, nails, whistles, etc.

Facilities for keeping the person clean should not be allowed to become carriers of infection.

Cleanliness and Order—

A clean schoolhouse kept in good order is a silent teacher. Even if it is not of the latest design, its influence is wholesome. A modern up-to-date schoolhouse, dirty and cluttered up with broken equipment, breeds anarchy. Teachers, janitors and children should treat public property with reverence and respect.

On the other hand, the property should be respectable. When a child refuses to use the school toilet facilities because of insanitary conditions or a lack of privacy, something is wrong. The general public, the trustees, the parents and the teachers all are responsible.

2. Activities

Play—

Every child should play out of doors every day for a time in the sunlight—sunlight promotes healthy growth. On stormy days a suitable shel-

ered play place should be available. I have seen hildren playing in dark, crowded basement rooms, hich had dirty and dusty cement floors. Both pontaneous and directed play should be encouraged; he former to develop originality and imagination; he latter to foster team work and quick, accurate, rained response to stimuli. Competitive games develop ingenuity and ability in overcoming difficulties. pace for play should be ample. During the school ession, the child should change his position freuently. Inactivity is a cause of congestion of blood the pelvic region with its attendant discomfort.

tudy and Work—

The child who is well and happy should be able concentrate on his work as well as on his play. e should always know the joy of having done his est. If he gives only intermittent attention to ork, the reason should be sought. We have disvered the following possibilities: misfits in seatg, poor light, stale air, wrong temperature, inacvity, hunger, loss of sleep, poor vision, or hearing; oor nutrition, incorrect food, constipation, poor eth, enlarged tonsils, adenoids, respiratory dects and infections, nagging or unfairness of teachs or of other pupils. The child who is unhappy morose rarely concentrates well; some children e really lacking in ability.

3. Nutrition

ild and His Food—

A consideration of nutrition should include both e child and his food. Apparent inability to take rtain foods is frequently due to parental suggesn. This is demonstrated when the "gang spirit" is voked in giving class milk lunches. Poor nutrition likely to be due to any one of several causes, and not in itself an indication that more food is eded.

The midforenoon milk lunches should be given th discretion. The child who has an early breakst to come a long distance to school, needs the dforenoon lunch. The child who has a late breakst is more likely to need a midafternoon lunch.

Milk is too frequently omitted as a food. As a ool lunch, however, it is less likely to encourage stipation if alternated or mixed with vegetable p. Leafy vegetables and fruits should be on the ly menu.

The child may be taking too much food instead of little, or his diet may lack certain essential food ments.

His poor nutrition may be due to causes which y a complete physical examination will discover. equent checking up of the child's growth and deopment by a physician is most important.

4. Individuality

Child Himself—

The school curriculum should be adapted to the needs of the growing child. As a future citizen the child must respect the rights of his fellows; he must be obedient to authority. If he is to be a good citizen he must have his individuality respected. No one can remove from the soul of a child the scars due to nagging and undue repression, and yet daily, sensitive souls are sacrificed to appease the gods of Law and Order. Courtesy is of incalculable value.

A license to teach does not always confer the ability to educate. The true teacher is inspiration, influence, and joy of living to eager children.

5. Co-operative Effort

The School and the Home—

The home and school must work in harmony—their activities should supplement each other.

The discussion of the foregoing subjects in an open forum of parents and teachers, will define our perspective, unify our interests and promote the well being of the child.

STATE AND LOCAL HISTORY

To School Superintendents and Eighth Grade Teachers:

Please observe the following instructions in regard to teaching United States history, Indiana history and local history in the schools of the state:

1. That the time devoted to history in the eighth grade be divided between United States history, Indiana history and local history; provided, that the time given to Indiana history include a study of the civil government of the state.
2. That as a means of placing information in the hands of the teachers and students, the special chapter feature now in the adopted textbook on United States history (which special chapter is devoted exclusively to Indiana history) be and the same is hereby ordered continued; provided, that said special chapter shall contain a bibliography of Indiana history of not less than thirty titles.
3. An advisory committee composed of one member from each congressional district (shall be formed).
4. That for the school year of 1922-1923 and annually thereafter, the State Superintendent of Public Instruction shall furnish an outline of the special chapter on Indiana history now in the Woodburn and Moran U. S. History Text, to all teachers of the eighth grade and that said outline shall be the basis for teaching Indiana history in the schools of the state.

5. That after January 15, 1923, and annually thereafter, the State Superintendent of Public Instruction shall furnish questions to all persons who wish to graduate from the common schools of the state, and that a satisfactory examination on Indiana history shall constitute a condition for promotion from the eighth grade to any higher school in the state. Also, that a record of a satisfactory examination in Indiana history shall be entered on the diploma or certificate of graduation of each student who graduates from the eighth grade.

"I, Benjamin J. Burris, State Superintendent of Public Instruction, hereby certify that the above is a true and accurate summary of resolutions adopted by the Indiana State Board of Education in regard to teaching history in the eighth grade. That said resolutions were adopted at its regular meeting of said State Board of Education, February 13, 1920."

(Signed) BENJAMIN J. BURRIS,
State Superintendent of Public Instruction.

August 2, 1922.

The following catechism on local history was prepared by Herbert Briggs, of Terre Haute, chairman of a committee on state and local history in the schools. It is intended to serve as a guide in the study of the history of any community, the entire county being the unit of study.

It is suggested that all eighth grade teachers use the catechism as a basis for investigation of the history of their local communities by the pupils. Time should be set apart in three institutes for a report by one or more eighth grade pupils on the results of study made by all of the pupils. See letter from State Superintendent, above.

LOCAL HISTORY

(The County as the Unit)

1. Sources of Information.
   Search libraries, homes, newspapers, magazines and well informed citizens for information about your county and its people. Make a list of newspapers and magazines published in your county, and if possible, interest the publishers in your effort. Examine abstracts of titles to real estate, genealogies or other sources of information.
2. Ownership of the Land.
   Trace the ownership of the land in your county until it became a part of Indiana. What four flags have floated authoritatively over your county? Learn the system of land survey by which land titles are kept.

3. Locate your county according to latitude, longitude and political divisions. Get the facts about your climate in regard to temperature, winds and rainfall. What is the altitude of your county? Why is altitude important? Where or in what altitude do we find most of the human family? What is a congressional township?
4. Waters.
   What rivers, lakes or other waters are in your county or adjacent to it? What service do these waters render? Why are all waters valuable?
5. Primitive Inhabitants.
   Are there any traces or relics of the mound builders in your county? If Indians once lived in your county, learn their tribal names. Learn the names of their distinguished chiefs together with the achievements of their most distinguished sachems.
6. Early White Settlers, Pioneers and other Settlers.
   Why did the first settlers and other settlers come to your county? Were they attracted by natural advantages, such as soil, climate, timber, hills, prairies, minerals, facilities for transportation or was it the instinctive desire to do better that led the first and subsequent migrations to your county? To what extent have the industries attracted settlers to your county? Did your county have a pioneer period? Learn the leading facts about pioneer life, the toils, hardships and home life of the pioneers. Encourage the recovery, collection and preservation of relics of pioneer days, articles used in pioneer domestic life, occupations or industries.
7. Origin, Intellectual and Economic Status of the Settlers. Work.
   From what places or countries did the first settlers come? Judged by their constitutions and other written laws that they made, what estimate shall we place upon their intellectual and moral capacity? What importance did they attach to the word WORK? Study the occupational distribution of the people.
8. Military Defences.
   What forts or other defences have been erected in your county? What military events, Indian massacres or other similar events have taken place in your county? With what great events were these forts connected?

9. Industries.

Report on the industries in your county from the earliest times to the present. Note changes in occupations, the implements employed, the power used and the methods of transportation.

Have any sociological, religious, economical, or industrial experiments ever been tried in your county and with what results?

10. County, Township, Town and City Organization.

By what authority was your county organized? Make a map of your county and show locations of townships, towns, or cities. By what authority are townships, towns, and cities organized? What is the significance of your county name?

11. Civil Government.

Study the civil government of your township, county, town, or city. Emphasize the importance of qualifications and duties of citizenship.

12. Religions.

What religious denominations have been organized within your county?

13. State Institutions.

What state and other institutions, such as penal charitable, correctional, reformatory, benevolent or others are located in your county? According to our state constitution, is the spirit of our law as found in the criminal code vindictive or reformatory? Is the constitution right in this particular? Why?

14. Schools.

Trace the development of schools, public and private, from the earliest times to the present time. Are the schools properly adapted to the occupational distribution of the people in your county?

15. Men and Women Who Have Risen.

What men and women have achieved more than local importance as mechanics, inventors, engineers, lawyers, statesmen, writers, artists, business men, philanthropists, scientists, or other fields of endeavor? What contributions have been made to literature?

16. Health.

What public health agencies are operating in your county?

17. Libraries and Museums.

What libraries and museums exist in your county? In what way were they secured?

18. Monuments, Markers, Tablets and Memorials.

What monuments, markers, tablets or memorials have been erected in your county to the memory of any person or group of persons

on account of public service? Are the graves or memorials of soldiers, sailors, marines, or other members of the armed forces who have defended their country properly marked? Do cemeteries receive proper care?

19. What items have been omitted from this list that should be included in an outline of local history?
20. Compile Genealogies.

CLASSIFICATION OF ELEMENTARY SCHOOLS

Rules for Classification

The law which provides for the inspection of all public, elementary schools in Indiana is found on pages 512-514 of the Acts of 1921. This law provides that all town, city and county superintendents shall be co-operating agents of the elementary and high school inspector.

In the meeting of the State Board of Education, June 21, 1921, a plan for the classification of all public elementary schools in Indiana was approved. This plan for classification applies to all rural, town and city elementary schools in Indiana. All elementary schools will be given their rating on a basis of 100 points. Where there are a number of teachers in the elementary grades in one building the inspector shall find the score for each room, or teacher, and find the average for all of them, which shall be the score for the school: Provided, That all rooms in a first class school shall meet the minimum requirements which are listed in the score card for first class schools, and that all rooms in a second class school shall meet the minimum requirements which are listed in the score card for second class schools.

Any school which is given a rating of 90 or higher shall be known as a school of the **first class.** Any school which is given a rating of 75 or higher but below 90, shall be known as a school of the **second class.** All schools which fail to meet the requirements for classification in the first or second class shall be known as schools of the **third class.**

The elementary grades which are in the same building with the high school shall be classified separately, not with the high school.

In finding the rating of any school the score for each item shall be either the same as that which is printed on the score card or nothing. For each item in which the school does not meet the requirements fully the inspector shall place "X" in the score column. The total score shall be obtained by adding the separate scores together.

The score for a school corporation with two or more school buildings may be found by finding the average for all buildings: Provided, That no school corporation shall be given first class standing unless each school is classified as a first class school, and that no school corporation shall be given second class standing unless each building is classified in first or second class.

The classification of the elementary schools shall be given by the State Board of Education on the recommendation of the elementary and high school inspector, from his own inspection or from reports from his assistant, or from the local superintendents who are co-operating agents for their respective school units. The State Board of Education shall issue the certificates of classification.

After September 1, 1922, all public, elementary schools will be classified.

Score Card for Indiana Elementary Schools

Approved June 21, 1921—Revised May 23, 1922

	Score
I. The School Ground—6	
Give one score only under a, b or c. Ground occupied by the school building or buildings shall be excluded.	
1. (a) Fewer than 100 pupils in the school—	
Two acres or more	3
One acre or more but less than two acres	2
One-half acre or more but less than one acre	1
(b) 100 pupils or more but fewer than 500 in the school—	
Three acres or more	3
Two acres or more but less than three acres	2
One acre or more but less than two acres	1
(c) 500 pupils or more in the school—	
Four acres or more	3
Three acres or more but less than four acres	2
Two acres or more but less than three acres	1
Ground owned or rented by the school corporation within free and easy access to the school, and used for play may be scored under a, b or c.	
SUBSTITUTION	
Substitution of three items under "Playground Equipment" not included in the score on playground equipment may be made under "The School Ground" (provided the school ground does not score higher than 2 in a, b or c) and shall score	1
2. Playground Equipment—	
Three of the following on the playground or within free and easy access to pupils	2
a. A giant stride.	
b. A modern teeter board.	
c. A coaster slide.	
d. A low, strong swing.	
e. Baseball ground and equipment.	
f. Basket ball ground and equipment.	
g. Volley ball ground and equipment.	
h. Tennis court and equipment.	
i. Croquet ground and equipment.	
3. Four shade trees, or shrubbery in front yard artistically arranged and well kept	1
II. The School Building—20	
*†1. All foundations, floor and roof in good repair, and all frame buildings properly painted	4
May be scored separately—	
Foundation	1
Floor	1
Roof	1
All frame buildings painted	1
*†2. Interior walls and ceiling clean and in good repair—white, cream, light tan, buff or a very light shade of gray—and basement rooms painted or whitewashed	2
Color	
3. Adequate cloak rooms properly lighted, heated and ventilated	1
4. Air space of 225 cubic feet per pupil	3
Number of pupils	
Cubic feet per pupil	
5. Lighting from left only, or from left and rear, at least one-sixth of the floor space, with all windows in good repair	3

Score

Inadequate window space with good artificial light .....2 .....

Lighting from two sides one-sixth floor space.1 .....

6. Adequate, sanitary, indoor toilets, properly heated and ventilated..... 3.....

Toilets must be free from markings and drawings. A urinal of non-absorbent material with individual stalls, one for each 15 boys in school, shall be provided for the boys' toilet. A seat for each 25 boys shall be provided in the boys' toilet and a seat for each 15 girls shall be provided in the girls' toilet.—State Board of Health.

Clean, adequate indoor toilets lacking in some respects in heating and ventilation (slate partitions and wall for urinal kept free from odor are allowable under this item).....2 .....

†Indoor toilets which score 3 or 2 are required of all schools of two or more rooms of first class.

Outdoor toilets which score two (2) points meet the minimum requirements for second class.

Clean, adequate, painted outdoor toilets—widely separated, properly screened, free from obscene markings, with stalls for urinal trough, with good dry walks leading to them.....2 .....

*Clean, adequate, painted outdoor toilets, widely separated and properly screened, free from obscene markings, but lacking stalls for the urinal trough, with good dry walks leading to them...1 .....

Adequate toilet means a seat for each 15 girls in girls' toilet; a seat for each 25 boys in boys' toilet, and a stall for each 15 boys for urinal in boys' toilet.

7. A room for the teaching of physical training and for community meetings..... 4.....

Separate room for the teaching of physical training .....2 .....

Separate auditorium for community meetings.2 .....

A room owned or rented by the school corporation, within free and easy access of the school, meets this requirement.

III. Heating and Ventilation—7.....

†1. Furnace with fan, boiler with adequate radiation, or schoolroom heater properly jacketed, with fresh air intake, capable of heating the schoolroom or rooms to 70 degrees Fahrenheit in zero weather. (Underscore)..... 3.....

Furnace without fan or radiation (meets requirements for second class).....2 .....

*Good stove properly jacketed, with 9-inch buffer boards on at least four windows.....1 .....

†2. Proper use of the fan, intake of fresh air through wall-boxes under radiators, or under room heaters or furnaces, with ample provision for removal of foul air through flues provided for same. (Underscore)..... 3.....

Proper use of fresh and foul air ducts in gravity system .....2 .....

*†3. Good, mercury thermometer in connection to automatic control of heat, or suspended from the ceiling to within three foot of the floor half way between the intake of heat and the opposite wall, or on a support on the teacher's desk..... 1.....

IV. Equipment—23 .....

*†1. United States flag of good quality, not less than 3 feet by 4 feet in size, on a flag pole on the school building or on a pole at least 30 feet in height in the school yard..... 1.....

*†2. Single, well-varnished desks which fit the pupils. 2.....

Double, well-varnished desks which fit the pupils, free from cuttings, with one pupil only in each desk.....1 .....

Score

*†3. Blackboards, preferably of slate, on which writing may be seen plainly by pupils from all parts of the schoolroom, at least 80 square feet to each classroom ..... 2.....

*†4. Adjustable window shades in good repair..... 1.....

*†5. An approved, unabridged dictionary of the latest edition for each schoolroom for all grades above the fourth; or, one of the smaller, approved dictionaries of the latest edition for each 12 pupils or fractional part thereof within easy access of pupils in each school room above the fourth grade.

One approved dictionary of the latest edition for each room for grades 1, 2, 3 and 4 meets this requirement ..... 1.....

Only dictionaries approved by the State Board of Education meet the requirements for scoring.

†6. A library of four volumes for each pupil in each grade with an annual expenditure of 60 cents per pupil for new books for general reading, at least two sets of readers for each of grades 1 and 2, and one set for each of grades 3 and 4, with a good bookcase for all books..... 3.....

A library of three volumes for each pupil in each grade with an annual expenditure of 50 cents per pupil for new books for general reading, and at least one set of readers for each of the first four grades, with a good bookcase for all books .....2 .....

Meets requirements for second class schools.

*A library of two volumes for each pupil with an annual expenditure of 40 cents per pupil for new books for general reading, and at least one set of readers for each of the first three grades, with a good bookcase for all books.....1 .....

Sets of readers which are required for scoring may be selected from supplementary readers, from geography, history or from other subjects.

All books for general reading and all readers which are selected from lists approved by the State Board of Education meet the requirements for scoring.

†Free access to a public library meets this requirement for books for general reading but not for readers for grades 1, 2, 3 and 4.

†7. Nine, modern, approved maps in geography in good repair—Asia, Africa, Europe, United States, North America, South America, Eastern Hemisphere, Western Hemisphere, Indiana, and a county map ..... 2.....

If the school meets this requirement give this score for each room in the school.

*Eastern Hemisphere, Western Hemisphere, United States, Indiana,—and a county map....1 .....

*†8. Globe, 10 inches or more in diameter..... 1.....

If the school meets this requirement give this score for each room in the school.

†9. Adequate supply of good drinking water from fountains inside the school building..... 2.....

*From well or from a closed receptacle with clean, individual drinking cups.....1 .....

*†10. Proper facilities for washing face and hands.... 1.....

*†11. A good desk and chair for the teacher, and one extra chair in each school room..... 1.....

*†12. Ample, general equipment for grades taught, including a good pencil sharpener..... 1.....

†13. Two, suitable, framed school pictures, selected from list approved by the State Board of Education, in each school room (one only of the two may be of a noted man or woman)..... 2.....

	Score
*One picture which meets these requirements..1	.....
See pages 20-25 of "Indiana High School Standards", 1920.	
14. A good phonograph with ten good records of selections from the approved list for Music Memory Contest, for use in each school room...	3.....
A piano in tune.....2	.....
An organ in good repair.....1	.....
Give a score for one only.	
V. The School Term—8.....	
1. Nine months of school.....	8.....
Eight and one-half months.....7	.....
*†Eight months 6	.....
Less than eight months.....3	.....
VI. The Teacher and the School—24.....	
1. **Training**—Seventy-two weeks or more of approved training	12.....
†Thirty-six weeks of approved training.....10	.....
Teachers who began to teach prior to 1908 and hold 36 months license or permanent exemption on training from the State Department, meet this requirement for the purpose of scoring.	
Twenty-four weeks of approved training.....7	.....
Twelve weeks of approved training.....5	.....
Teachers who began to teach prior to 1908 who do not hold 36 months license or permanent exemption and do not have 24 weeks of training, shall be given a score of.....5	.....
2. **Success Grade**—Success grade of 97 per cent or higher	5.....
Ninety-three per cent or higher, but below 97 per cent 4	.....
Ninety per cent or higher but below 93 per cent 3	.....
Below 90 per cent.....2	.....
Last success grade.....%	
A beginning teacher who is a graduate of a standard college or normal school but who has no success grade shall be given a score of.....4	.....
A beginning teacher with 72 weeks of approved training and no success grade.....3	.....
A beginning teacher with 36 weeks of approved training and no success grade.....2	.....
A beginning teacher with less than 36 weeks of approved training and no success grade.....1	.....
3. Per cent of attendance from beginning of school to the time the school is scored, 97 per cent or higher	3.....
To date.....%	
Ninety per cent or higher but below 97 per cent 2	.....
Below 90 per cent.....1	.....
*†4. At least three community meetings during the school year	3.....
*†5. Daily program approved by the superintendent, posted in the school room or on the door.....	1.....
VII. Supervision—7	
1. Provision for weekly visits by superintendent or principal if needed.....	3.....
Supervision by a superintendent who is required to visit 50 to 75 teachers, for some of whom there is no assistance in general supervision, shall be given a score of.....2	.....
Supervision by a superintendent who is required to visit more than 75 teachers, for some of whom there is no assistance in general supervision, shall be given a score of.....1	.....
2. Music supervisor or special teacher.....	1.....
3. Art supervisor or special teacher.....	1.....

	Score
4. Health supervision by employed physician or school nurse	1.....
5. Physical training supervisor or special teacher	1.....
VIII. Janitor Service—5	
1. Written contract between school board or township trustee and janitor, placing janitor under supervision of superintendent, principal or teacher in charge	2.....
†2. Keeping uniform temperature of heat, sweeping all halls and rooms after dismissal of school in the evening, dusting all halls and rooms before beginning of school in the morning, daily attention to all toilets, wash bowls and to the school ground	2.....
†3. Everything in basement or in other part of school building under direct charge of janitor clean and in good order	1.....

† Required of all schools of first and second classes unless some exception is noted in the score card.

*** Schools which receive State Aid are expected to score 50 points including all items starred (*).**

Unless otherwise specified the * and the † apply to the highest score which can be given.

LIST OF AVAILABLE TESTS

Source of Supply of Each

1. Ayres Spelling Test—
   1. Division of Education, Russell Sage Foundation, New York City.
   2. Bureau of Educational Research, University of Illinois, Urbana, Illinois.
   3. Public School Publishing Co., Bloomington, Illinois.
   4. University Bookstore, Bloomington, Indiana.
2. Monroe Timed Sentence Spelling Test—
   1. Public School Publishing Co., Bloomington, Illinois.
   2. University Bookstore, Bloomington, Indiana.
3. Ayres Handwriting Scale—
   1. Adult Scale—Russell Sage Foundation, Division of Education, New York City. University Bookstore, Bloomington, Indiana.
   2. Gettysburg Edition—Russell Sage Foundation, Division of Education, New York City. University Bookstore, Bloomington, Indiana. Public School Publishing Co., Bloomington, Illinois.
   4. Three Slant Edition—Russell Sage Foundation, Division of Education, New York City. University Bookstore, Bloomington, Indiana.
4. Gray Standard Score Card for Handwriting—
   1. Public School Publishing Co., Bloomington, Illinois.
   2. University Bookstore, Bloomington, Indiana.
5. Monroe Diagnostic Tests in Arithmetic—
   1. University Bookstore, Bloomington, Indiana.
   2. Public School Publishing Co., Bloomington, Illinois.

6. Cleveland Survey Arithmetic Tests—
   1. Public School Publishing Co., Bloomington, Illinois.
   2. Dr. C. H. Judd, School of Education, University of Chicago, Chicago, Illinois.
7. Monroe Standardized Reasoning Tests in Arithmetic—
   1. Public School Publishing Co., Bloomington, Illinois.
   2. University Bookstore, Bloomington, Indiana.
8. Courtis Standard Research Tests in Arithmetic, Series B.—
   1. Public School Publishing Co., Bloomington, Illinois.
   2. University Bookstore, Bloomington, Indiana.
9. Woody Arithmetic Scales—
   1. Bureau of Publications, Teachers College, Columbia University, New York City.
10. Monroe Silent Reading Tests—
   1. University Bookstore, Bloomington, Indiana.
   2. Public School Publishing Co., Bloomington, Illinois.
11. Gray Oral Reading Test—
   1. University Bookstore, Bloomington, Indiana.
   2. Public School Publishing Co., Bloomington, Illinois.
12. Gray Silent Reading Test—
   1. University Bookstore, Bloomington, Indiana.
   2. Public School Publishing Co., Bloomington, Illinois.
13. Thorndike-McCall Reading Test, Form I—
   1. Public School Publishing Co., Bloomington, Illinois.
   2. Bureau of Publications, Teachers College, Columbia University, New York City.
14. Willing Scale for Measuring Written Composition—
   1. Public School Publishing Co., Bloomington, Illinois.
   2. University Bookstore, Bloomington, Indiana.

MINIMUM EQUIPMENT FOR THE ONE-ROOM SCHOOL

The State Board of Education at its March meeting, 1920, expressed itself to the effect that the equipment and supplies for the one-room school should compare favorably with the equipment and supplies for the best city schools. Acting upon this view, the State Board of Education approved the following list of essential minimum equipment for the one-room schools in Indiana:

General Equipment

1. Separate relief and political maps of the continents, world map, United States map, state

map, county map, and a good set of United States history maps.

2. A mounted globe.
3. Y. P. R. C. books from year to year.
4. Weights and measures illustrative of all subjects involving the same, as taught in mathematics.
5. Large table and hand lenses for work in sciences.
6. Dictionaries, schoolroom size—one for each six pupils, beginning in grade 4.
7. Desk copies of state adopted textbooks.
8. Phonograph with approved records.
9. Sand table.
10. Playground equipment of sufficient variety and in sufficient abundance to give all the children a chance for physical exercise.
11. A tested thermometer, suspended to within three feet of the floor, half way between the stove and the wall.
12. A jacketed stove.
13. Single desks—one-half to be adjustable—kept free from cuttings and revarnished when necessary.
14. Two extra chairs in addition to the teacher's chair.
15. Buffer boards on the windows to be used for proper ventilation.
16. Adequate bookcase.
17. Stepladder.
18. Window shades of the "Draper" (or Steele) type or some other approved make.
19. Provision for washing face and hands, and a supply of paper towels for pupils' use.
20. Shelves for pupils' dinner pails.
21. A large strong box with lock and key in which valuable supplies may be kept during the vacation period.

Primary Equipment

1. A generous amount of good blackboard (gray slate). The blackboard should be so placed that the pupils may easily use the lower part and the teachers the higher part, with space left for decorative borders if desired. A four-foot slab of slate placed 30 inches from the floor would be satisfactory.

2. All the aids in teaching primary reading which especially fit the readers adopted by the State Board of Education. These aids include the three sets of cards issued by the publishers of readers: No. 1, Word and Picture Cards; No. 2, Phonetic Drill Cards for the Primer; No. 3, Phonetic Drill Cards for the First Reader.

3. All the aids in teaching Primary Numbers which are easily used with the arithmetics adopted by the State Board of Education. These include a numeral frame, number builders, etc.
4. Two large framed school pictures, copies of masterpieces, which appeal to children.
5. Supplementary readers and story books such as are used by the leading publishing houses, to be selected by someone who is competent to judge the merits of the books. There should be three or four sets of which each child has a duplicate copy for use in class work; and an equal number of single copies and other attractive books to encourage silent reading during study hours.
6. A nominal sum ($10 or $15) should be paid by the township trustee each year to replace perishable material and purchase such primary supplies as the teacher may desire, such as colored chalk, crayon, paper for folding and cutting and cardboard and paper for construction work and weaving mats; also weaving frames, water colors, scissors and other materials used with success in the city schools.
7. A cabinet or case in which the primary supplies may be kept.

THE LAW ON TOWNSHIP INSTITUTES

Acts of 1917, page 90

(Indiana School Laws, Page 346)

Township Institutes—Attendance—Wages

Section 1. Be it enacted by the General Assembly of the State of Indiana, That at least one (1) Saturday in each month during which the public school may be in progress, shall be devoted to township institutes or model schools for the improvement of teachers; and two (2) Saturdays may be appropriated at the discretion of the township trustee of any township. Such institute shall be presided over by a teacher or other person designated by the township trustee of the township. The township trustee shall specify in a written contract with each teacher, that such teacher shall attend the full session of each institute contemplated herein, and for each day's attendance at such institute such teacher shall receive the same wages as for one day's teaching: Provided, That no teacher shall receive such wages unless he or she shall attend a full session of such institute and perform the duty or duties assigned: Provided, further, That such Saturday teachers' institutes may be held in the school cities and school towns at the discretion of the boards of education and superintendent of schools of the school cities

and school towns under all conditions set out for above township teachers' institute.

Note 1. License—Revocation—Township Institute—Failure to Attend

Teachers are required to attend Township Institutes, and for neglect thereof their license may be revoked.

Stone, Superintendent, vs. Fritts, 169 Ind., Page 361.

Note 2. Schools—License—Revocation—Charges—Neglect of Duty

Charges showing that a school teacher refused to attend the Township Institute, or the County Institute, and that he made no daily preparation for teaching, are sufficient to give the County Superintendent the right to proceed to a hearing, and, in case of revocation, the teacher's remedy is an appeal.

Stone, Superintendent, vs. Fritts, 169 Ind., Page 361.

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For Indiana Young People's Reading Circle Books

1. NOTICE—Any of the books listed below will be sent prepaid for the price stated.
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		GRADE THREE			
	5	**Stories for Good Children**	Peck	.98	
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		GRADES FIVE and SIX			
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	17	**Boyhood of Lincoln**	Gore	1.35	
				$5.95	
		ADVANCED GRADES			
	18	**When You Write A Letter**	Clark	1.00	
	19	**Court of King Arthur**	Frost	.75	
	20	**Your Biggest Job**	Smith	.65	
	21	**High Benton**	Heylinger	1.10	
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